

CALIFORNIA HEALTHY KIDS SURVEY



San Mateo-Foster City Secondary 2022-2023 Main Report

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2022-23 *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 Regional Centers offer data workshops and coaching to help identify local needs and develop action plans to meet those needs.

THE SURVEY

CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. 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.

Trauma Module (Supplementary)

The Student Trauma Module was developed in 2022 to provide LEAs with data to assess factors related to community trauma and implementation of trauma-informed practices. Developed in collaboration with a state advisory group, the module assesses family-, peer-, and school co-regulation supports (supports that help students cope with trauma); emotional safety at school; impacts of trauma on student wellness; emotion regulation; and stress-associated health conditions (somatic symptoms).

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.

Racial/Ethnic and Gender Results

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

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state, county, and district CHKS results on the public CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). The dashboard can be used to graphically display statewide, county, and district key indicators from the Core and School Climate Module, trends over time, and disparities in survey outcomes across subgroups. Group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation can be examined. In addition, results can be displayed for English learners, free and reduced-priced meal eligible students (before 2021-22), and foster youth – three important LCAP priority groups. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

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

- compare their data with district and state averages;
- make comparisons across groups such as race/ethnicity, sexual orientation, gender identity, and afterschool participation; and
- examine data trends over time overall and by different demographic groups.

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- *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 calschls.org/resources.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/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 Regional Centers. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

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

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

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 562.799.5164 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 Regional Center to conduct a structured, customized *Data Workshop*. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (562.799.5164) or email calschls@wested.org.

Request Additional Reports and Data

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

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

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school. Three 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/#scrc)
- A graphic **Mental Health Report** that describes key indicators of mental health by grade level and by survey administration year (<https://calschls.org/reports-data/#scrc>)

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	1,107	1,116	1,067
Final number	712	1,038	935
Response Rate	64%	93%	88%

Table A1.2

Number of Respondents by Instructional Model

	Grade 6	Grade 7	Grade 8
In-school learning only	693	1,020	916
Remote learning only	19	18	19

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness ^{†#} <i>(In-School Only)</i>	60	51	51	A6.4
School connectedness ^{†ψ} <i>(Remote Only)</i>	65	45	50	A6.4
Academic motivation [†]	72	64	62	A6.4
School is really boring [±]	30	38	41	A6.11
School is worthless and a waste of time [±]	10	12	11	A6.11
Monthly Absences (3 or more)	10	13	16	A6.2
Maintaining focus on schoolwork ^{†Γ}	44	40	35	A6.10
Caring adult relationships [‡]	69	64	58	A6.4
High expectations-adults in school [‡]	79	74	69	A6.4
Meaningful participation [‡]	35	29	25	A6.4
Facilities upkeep ^{†Φ}	33	26	29	A6.15
Promotion of parental involvement in school [†]	58	48	45	A6.4
School Safety and Cyberbullying				
School perceived as very safe or safe ^Φ	54	45	47	A8.1
Experienced any harassment or bullying [§]	34	39	38	A8.2
Had mean rumors or lies spread about you [§]	26	36	37	A8.3
Been afraid of being beaten up ^{§Φ}	33	32	20	A8.3
Been in a physical fight ^{§Φ}	8	12	9	A8.4
Seen a weapon on campus ^{§Φ}	8	13	15	A8.6
Cyberbullying [§]	18	26	28	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 Learning, and Student Well-Being**

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Substance Use				
Current alcohol or drug use [¶]	2	3	5	A9.5
Current marijuana use [¶]	1	1	3	A9.5
Current binge drinking [¶]	0	1	1	A9.5
Very drunk or “high” 7 or more times, ever	0	1	1	A9.7
Been drunk or “high” on drugs at school, ever	1	1	3	A9.9
Current cigarette smoking [¶]	1	0	1	A10.4
Current vaping [¶]	2	2	4	A10.4
Current tobacco vaping [¶]	1	1	3	A10.5
Current marijuana vaping [¶]	0	1	2	A10.5
Routines				
Eating of breakfast [‡]	82	72	68	A4.1
Bedtime (at 12 am or later)	4	10	15	A4.2
Learning from Home				
Average days worked on schoolwork (≥ 5) ^{¶δ}	5	17	38	A5.1
Synchronous instruction (4 days or more) ^{¶δ}	11	0	13	A5.1
Interest in schoolwork done from home ^{‡δ}	61	33	20	A5.3
Meaningful opportunities ^{‡δ}	44	53	42	A5.2
Social and Emotional Health				
Social emotional distress [‡]	21	23	26	A7.5
Experienced chronic sadness/hopelessness [§]	20	25	29	A7.1
Considered suicide [§]	9	13	13	A7.2
Optimism [‡]	60	54	47	A7.3
Life satisfaction [‡]	73	68	66	A7.4

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

[¶]Past 30 days.

[‡]Today.

^{δ} Remote only.

[¶]Past 7 days.

[‡]Average percent of respondents reporting “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 6 %	Grade 7 %	Grade 8 %
In-School Model	97	98	98
Remote Learning Model	3	2	2

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 6 %	Grade 7 %	Grade 8 %
Male	51	53	50
Female	46	44	47
Nonbinary	1	1	1
Something else	1	2	2

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 6 %	Grade 7 %	Grade 8 %
Straight (not gay)	73	77	75
Lesbian or Gay	1	2	3
Bisexual	5	6	6
Something else	2	4	4
Not sure	13	7	7
Decline to respond	6	5	5

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
No, I am not transgender	90	91	90
Yes, I am transgender	1	1	3
I am not sure if I am transgender	5	3	3
Decline to respond	4	5	4

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
American Indian or Alaska Native, non-Hispanic	1	1	1
Asian or Asian American, non-Hispanic	34	31	28
Black or African American, non-Hispanic	1	1	1
Hispanic or Latinx	28	36	36
Native Hawaiian or Pacific Islander, non-Hispanic	1	2	2
White, non-Hispanic	16	14	15
Multiracial, non-Hispanic	10	11	11
Something else, non-Hispanic	8	4	5

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
A home with one or more parent or guardian	94	92	90
Other relative's home	1	1	2
A home with more than one family	2	4	4
Friend's home	0	0	1
Foster home, group care, or waiting placement	0	0	0
Hotel or motel	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0
Other living arrangement	1	3	2

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

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

Table A3.7
Highest Education of Parents

	Grade 6 %	Grade 7 %	Grade 8 %
Did not finish high school	4	5	9
Graduated from high school	5	6	9
Attended college but did not complete four-year degree	3	6	5
Graduated from college	62	57	58
Don't know	26	26	20

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

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

Table A3.8
Language Spoken at Home

	Grade 6 %	Grade 7 %	Grade 8 %
English	56	56	56
Spanish	19	24	25
Mandarin	5	4	4
Cantonese	2	1	1
Taiwanese	0	0	0
Tagalog	1	2	1
Vietnamese	0	0	0
Korean	1	0	0
Arabic	0	1	1
Other	16	12	11

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

	Grade 6 %	Grade 7 %	Grade 8 %
<i>How well do you...</i>			
understand English?			
Very well	73	75	73
Well	22	21	19
Not well	4	3	6
Not at all	2	1	2
speak English?			
Very well	64	67	62
Well	26	28	28
Not well	8	5	7
Not at all	2	1	2
read English?			
Very well	64	63	59
Well	29	30	32
Not well	6	6	8
Not at all	2	1	1
write English?			
Very well	59	58	54
Well	32	33	35
Not well	6	8	9
Not at all	2	1	2
<i>English Language Proficiency Status</i>			
Proficient	60	60	56
Not proficient	40	40	44

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 A3.10***Number of Days Attending Afterschool Program (In-School Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
I do not attend my school's afterschool program	81	83	89
1 day	4	4	3
2 days	7	9	4
3 days	4	2	2
4 days	2	1	1
5 days	2	2	1

Question HS/MS A.16: How many days a week do you usually go to your school's afterschool program?

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

Table A3.11***Military Connections***

	Grade 6 %	Grade 7 %	Grade 8 %
No	95	95	94
Yes	1	1	2
Don't know	4	3	4

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 6 %	Grade 7 %	Grade 8 %
No	18	28	32
Yes	82	72	68

Question HS/MS A.14: Did you eat breakfast today?

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

Table A4.2

Bedtime

	Grade 6 %	Grade 7 %	Grade 8 %
Before 7:00 pm	0	1	1
7:00-7:59 pm	1	1	1
8:00-8:59 pm	12	8	5
9:00-9:59 pm	39	28	22
10:00-10:59 pm	33	35	36
11:00-11:59 pm	10	17	20
12:00-12:59 am	2	6	8
After 1:00 am	2	4	7
<i>Bedtime at 12 am or later</i>	4	10	15

Question HS/MS A.13: What time did you go to bed last night?

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

5. Learning from Home

Table A5.1

Remote Learning Schedule and Instructional Time (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Time spent on learning and completing schoolwork from home on the average weekday			
Less than 1 hour	47	47	12
Between 1 and 2 hours	47	35	53
Between 2 and 3 hours	5	6	12
Between 3 and 4 hours	0	12	12
Between 4 and 5 hours	0	0	12
More than 5 hours	0	0	0
Number of days in the past week participating in an online class from home where your teacher talked to students			
0 days	74	83	75
1 day	5	0	0
2 days	11	6	0
3 days	0	11	13
4 days	5	0	0
5 days	5	0	13
Number of weekdays participating in school from home for the entire school day			
0 days	47	22	25
1 day	0	11	6
2 days	26	11	0
3 days	21	28	13
4 days	0	11	19
5 days	5	17	38

Question HS/MS A.17, 18, 19: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day? On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Not at all true	28	35	25
A little true	28	12	33
Pretty much true	17	35	33
Very much true	28	18	8

Question HS/MS A.46: 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 6 %	Grade 7 %	Grade 8 %
Strongly disagree	6	6	13
Disagree	17	17	33
Neither disagree nor agree	17	44	33
Agree	44	22	20
Strongly agree	17	11	0

Question HS/MS A.37: 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 6 %	Grade 7 %	Grade 8 %
Mostly A's	56	47	42
A's and B's	32	30	30
Mostly B's	3	5	7
B's and C's	6	9	12
Mostly C's	1	2	1
C's and D's	1	5	5
Mostly D's	0	1	1
Mostly F's	1	2	1

Question HS/MS A.21: 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 6 %	Grade 7 %	Grade 8 %
I did not miss any days of school in the past 30 days	61	54	50
1 day	17	20	22
2 days	12	13	12
3 or more days	10	13	16

Question HS/MS A.15, 20: 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 6 %	Grade 7 %	Grade 8 %
Does not apply; I didn't miss any school	58	51	49
Illness (feeling physically sick), including problems with breathing or your teeth	33	37	38
Were being bullied or mistreated at school <i>(In-School Only)</i>	1	1	1
Felt very sad, hopeless, anxious, stressed, or angry	3	4	8
Didn't get enough sleep	5	5	8
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	1	1	2
Had to take care of or help a family member or friend	1	2	3
Wanted to spend time with friends	1	0	1
Used alcohol or drugs	0	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	1	1	3
Were bored or uninterested in school	2	2	5
Had no transportation to school <i>(In-School Only)</i>	1	1	1
Other reason	10	13	13

Question HS/MS A.22, 23: 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 6 %	Grade 7 %	Grade 8 %	Table
Total school supports	61	56	51	
Caring adults in school [‡]	69	64	58	A6.5
High expectations-adults in school [‡]	79	74	69	A6.6
Meaningful participation at school [‡]	35	29	25	A6.7
School connectedness ^{‡#} <i>(In-School Only)</i>	60	51	51	A6.8
School connectedness ^{‡ψ} <i>(Remote Only)</i>	65	45	50	A6.8
Academic motivation [†]	72	64	62	A6.9
Promotion of parental involvement in school [†]	58	48	45	A6.13

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

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

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

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Caring adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	69	64	58
<i>There is a teacher or some other adult from my school... who really cares about me.</i>			
Not at all true	10	10	11
A little true	28	29	36
Pretty much true	40	39	35
Very much true	23	22	19
<i>who notices when I’m not there.</i>			
Not at all true	9	9	14
A little true	25	31	31
Pretty much true	38	35	32
Very much true	28	25	23
<i>who listens to me when I have something to say.</i>			
Not at all true	5	7	8
A little true	18	23	26
Pretty much true	36	38	39
Very much true	41	32	26

Question HS/MS A.44, 47, 50: 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 6 %	Grade 7 %	Grade 8 %
High expectations-adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	79	74	69
<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	4	6	8
A little true	19	20	23
Pretty much true	42	42	40
Very much true	34	31	28
<i>who always wants me to do my best.</i>			
Not at all true	3	3	5
A little true	10	16	20
Pretty much true	31	38	36
Very much true	55	43	40
<i>who believes that I will be a success.</i>			
Not at all true	7	8	9
A little true	19	23	27
Pretty much true	36	34	35
Very much true	38	35	29

Question HS/MS A.45, 48, 51: 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 6 %	Grade 7 %	Grade 8 %
Meaningful participation at school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	35	29	25
<i>At school/When I participate in school,...</i>			
I do interesting activities.			
Not at all true	7	12	13
A little true	31	35	41
Pretty much true	42	34	31
Very much true	21	19	14
I help decide things like class activities or rules.			
Not at all true	36	42	44
A little true	40	36	37
Pretty much true	17	15	15
Very much true	6	7	4
I do things that make a difference.			
Not at all true	20	29	32
A little true	44	41	44
Pretty much true	26	20	18
Very much true	10	10	7
I have a say in how things work.			
Not at all true	29	36	39
A little true	34	36	37
Pretty much true	25	20	19
Very much true	11	8	6
I help decide school activities or rules.			
Not at all true	57	60	61
A little true	27	27	27
Pretty much true	11	9	9
Very much true	5	5	3

Question HS/MS A.52-61: 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 6 %	Grade 7 %	Grade 8 %
School connectedness[#] (<i>In-School Only</i>)			
<i>Average reporting “Agree” or “Strongly agree”</i>	60	51	51
School connectedness^ψ (<i>Remote Only</i>)			
<i>Average reporting “Agree” or “Strongly agree”</i>	65	45	50
I feel close to people at/from this school.			
Strongly disagree	2	3	3
Disagree	5	5	7
Neither disagree nor agree	26	27	25
Agree	47	44	44
Strongly agree	20	21	21
I am happy with/to be at this school.			
Strongly disagree	4	6	7
Disagree	7	10	11
Neither disagree nor agree	28	37	37
Agree	41	33	33
Strongly agree	20	14	12
I feel like I am part of this school.			
Strongly disagree	5	6	5
Disagree	9	9	11
Neither disagree nor agree	31	39	39
Agree	39	33	34
Strongly agree	16	13	11

Question HS/MS A.24-31: How strongly do you agree or disagree with the following statements?... I feel close to people at this school. [In-School only]... I feel close to people from this school. [Remote only]... I am happy to be at this school. [In-School only]... I am happy with this school. [Remote only]... I feel like I am part of this school.... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]... I feel safe in my school. [In-School only]

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

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

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

Table A6.8
School Connectedness Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
The teachers at this school treat students fairly/The teachers treat students fairly.			
Strongly disagree	4	5	5
Disagree	5	10	10
Neither disagree nor agree	25	32	31
Agree	40	36	40
Strongly agree	26	17	14
I feel safe in my school. (<i>In-School Only</i>)			
Strongly disagree	6	7	6
Disagree	10	12	11
Neither disagree nor agree	32	39	38
Agree	34	30	34
Strongly agree	18	12	12

Question HS/MS A.29-31 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 6 %	Grade 7 %	Grade 8 %
Academic motivation			
<i>Average reporting “Agree” or “Strongly agree”</i>	72	64	62
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree	1	2	2
Disagree	1	3	3
Neither disagree nor agree	11	14	15
Agree	37	41	43
Strongly agree	49	40	36
I try hard on my schoolwork because I am interested in it.			
Strongly disagree	5	8	8
Disagree	12	16	19
Neither disagree nor agree	34	36	37
Agree	30	26	24
Strongly agree	19	14	11
I work hard to try to understand new things when doing my schoolwork.			
Strongly disagree	1	4	3
Disagree	5	8	9
Neither disagree nor agree	22	29	28
Agree	43	37	40
Strongly agree	30	22	19
I am always trying to do better in my schoolwork.			
Strongly disagree	1	3	2
Disagree	1	3	5
Neither disagree nor agree	16	20	21
Agree	36	43	42
Strongly agree	46	32	30

Question HS/MS A.38-41: 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 6 %	Grade 7 %	Grade 8 %
It is hard for me to stay focused when doing my schoolwork.			
Strongly disagree	13	12	8
Disagree	32	28	26
Neither disagree nor agree	31	29	29
Agree	15	21	22
Strongly agree	9	10	14

Question HS/MS A.36: How strongly do you agree or disagree with the following statements?... It is hard for me to stay focused when doing my schoolwork.

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

Table A6.11***School Boredom***

	Grade 6 %	Grade 7 %	Grade 8 %
School is really boring.			
High (7-10)	30	38	41
Medium (4-6)	33	38	37
Low (0-3)	37	24	22
School is worthless and a waste of time.			
High (7-10)	10	12	11
Medium (4-6)	17	25	25
Low (0-3)	73	63	64

Question HS/MS A.42, 43: 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

Level of School Boredom and Value of School - 6th Grade

		School is really boring (Grade 6)											
		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 35%				Mid-Boredom & High Value 25%				High Boredom & High Value 13%			
	1												
	2												
	3												
	4	Low Boredom &				Mid-Boredom &				High Boredom &			
	5	Mid-Value [≡]				Mid-Value				Mid-Value			
	6					6%				9%			
	7									High Boredom & Low Value 8%			
	8	Low Boredom &				Mid-Boredom &							
	9	Low Value [≡]				Low Value [≡]							
	10 Strongly Agree												

Question HS/MS A.42, 43: 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

Level of School Boredom and Value of School - 7th Grade

		School is really boring (Grade 7)											
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree	
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 23%				Mid-Boredom & High Value 26%				High Boredom & High Value 14%			
	1												
	2												
	3												
	4	Low Boredom &				Mid-Boredom & Mid-Value 10%				High Boredom & Mid-Value 14%			
	5	Mid-Value [≡]											
	6												
	7									High Boredom & Low Value 10%			
	8	Low Boredom &				Mid-Boredom &							
	9	Low Value [≡]				Low Value [≡]							
	10 Strongly Agree												

Question HS/MS A.42, 43: 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

Level of School Boredom and Value of School - 8th Grade

		School is really boring (Grade 8)										
		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 20%				Mid-Boredom & High Value 26%				High Boredom & High Value 18%		
	1											
	2											
	3											
	4	Low Boredom &				Mid-Boredom &				High Boredom &		
	5	Mid-Value [≡]				Mid-Value				Mid-Value		
	6					10%				14%		
	7									High Boredom & Low Value 10%		
	8	Low Boredom &				Mid-Boredom &						
	9	Low Value [≡]				Low Value [≡]						
	10 Strongly Agree											

Question HS/MS A.42, 43: 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 6 %	Grade 7 %	Grade 8 %
Promotion of parental involvement in school			
<i>Average reporting “Agree” or “Strongly agree”</i>	58	48	45
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree	3	4	3
Disagree	5	8	10
Neither disagree nor agree	28	35	37
Agree	43	39	39
Strongly agree	21	14	11
Parents feel welcome to participate at this school.			
Strongly disagree	3	3	3
Disagree	6	7	8
Neither disagree nor agree	37	45	48
Agree	36	34	32
Strongly agree	18	11	9
School staff take parent concerns seriously.			
Strongly disagree	4	5	4
Disagree	7	10	12
Neither disagree nor agree	33	40	40
Agree	36	32	33
Strongly agree	19	13	10

Question HS/MS A.33-35: 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 6 %	Grade 7 %	Grade 8 %
A teacher or some other adult from my school checks on how I am feeling.			
Not at all true	18	22	22
A little true	31	31	32
Pretty much true	29	28	27
Very much true	22	19	19

Question HS/MS A.49: 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 6 %	Grade 7 %	Grade 8 %
My school is usually clean and tidy.			
Strongly disagree	9	14	9
Disagree	21	26	28
Neither disagree nor agree	36	35	34
Agree	27	21	25
Strongly agree	6	5	4

Question HS/MS A.32: 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 6 %	Grade 7 %	Grade 8 %
No	80	75	71
Yes	20	25	29

Question HS A.150/MS A.143: 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 6 %	Grade 7 %	Grade 8 %
No	91	87	87
Yes	9	13	13

Question HS A.151/MS A.144: 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 6 %	Grade 7 %	Grade 8 %
Optimism			
<i>Average reporting “Pretty much true” or “Very much true”</i>	60	54	47
Each day I look forward to having a lot of fun.			
Not at all true	12	15	18
A little true	27	32	35
Pretty much true	38	34	31
Very much true	24	20	16
I usually expect to have a good day.			
Not at all true	16	20	19
A little true	27	26	35
Pretty much true	34	35	32
Very much true	24	19	14
Overall, I expect more good things to happen to me than bad things.			
Not at all true	15	18	20
A little true	25	27	31
Pretty much true	30	31	31
Very much true	30	24	18

Question HS A.157-159/MS A.150-152: 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 6 %	Grade 7 %	Grade 8 %
Life satisfaction			
<i>Average reporting “Satisfied” or “Very satisfied”</i>	73	68	66
<i>I would describe my satisfaction with...</i>			
my family life as...			
Very dissatisfied	2	1	2
Dissatisfied	2	3	4
A little dissatisfied	3	5	6
A little satisfied	7	10	9
Satisfied	33	34	37
Very satisfied	53	47	41
my friendships as...			
Very dissatisfied	3	1	2
Dissatisfied	1	3	4
A little dissatisfied	5	6	8
A little satisfied	13	14	13
Satisfied	36	37	38
Very satisfied	41	38	35
my school experience as...			
Very dissatisfied	6	7	6
Dissatisfied	6	8	10
A little dissatisfied	14	19	17
A little satisfied	25	26	27
Satisfied	33	26	30
Very satisfied	16	14	10

Question HS A.160-162/MS A.153-155: 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 6 %	Grade 7 %	Grade 8 %
<i>I would describe my satisfaction with...</i>			
myself as...			
Very dissatisfied	7	7	9
Dissatisfied	6	7	8
A little dissatisfied	9	10	11
A little satisfied	13	16	18
Satisfied	32	29	31
Very satisfied	32	31	22
where I live as...			
Very dissatisfied	2	1	1
Dissatisfied	1	2	2
A little dissatisfied	4	3	4
A little satisfied	6	6	8
Satisfied	31	34	36
Very satisfied	56	53	48

Question HS A.163, 164/MS A.156, 157: 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 6 %	Grade 7 %	Grade 8 %
Social emotional distress			
<i>Average reporting “Pretty much true” or “Very much true”</i>	21	23	26
I had a hard time relaxing.			
Not at all true	40	41	37
A little true	38	36	36
Pretty much true	14	15	17
Very much true	8	8	10
I felt sad and down.			
Not at all true	43	43	40
A little true	33	30	32
Pretty much true	13	14	16
Very much true	10	13	13
I was easily irritated.			
Not at all true	36	35	31
A little true	32	30	32
Pretty much true	17	18	20
Very much true	16	17	17
It was hard for me to cope and I thought I would panic.			
Not at all true	64	64	62
A little true	21	18	18
Pretty much true	8	11	11
Very much true	7	7	9
It was hard for me to get excited about anything.			
Not at all true	66	62	54
A little true	22	23	27
Pretty much true	6	9	11
Very much true	6	6	8

Question HS A.152-156/MS A.145-149: 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 6 %	Grade 7 %	Grade 8 %
Very safe	12	8	11
Safe	42	37	37
Neither safe nor unsafe	33	42	44
Unsafe	10	8	7
Very unsafe	3	5	2

Question HS A.114/MS A.107: 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 on School Property, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
Race, ethnicity, or national origin			
0 times	84	77	78
1 time	7	9	9
2 or more times	9	14	13
Religion			
0 times	93	92	93
1 time	4	3	3
2 or more times	3	5	3
Gender			
0 times	92	90	90
1 time	5	4	4
2 or more times	4	5	6
Because you are gay, lesbian, or bisexual or someone thought you were			
0 times	90	91	89
1 time	5	3	4
2 or more times	5	6	7
A physical or mental disability			
0 times	96	94	95
1 time	2	3	3
2 or more times	2	2	2
Any of the above five reasons	25	31	29

Question HS A.134-138, 141-145/MS A.127-131, 134-138: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability. [Remote only]

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
You are an immigrant or someone thought you were			
0 times	96	95	93
1 time	2	2	3
2 or more times	2	3	4
Any other reason			
0 times	79	77	78
1 time	8	7	8
2 or more times	14	17	14
Any harassment	34	39	38

Question HS A.134-147/MS A.127-140: 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 6 %	Grade 7 %	Grade 8 %
School violence victimization <i>(In-School Only)</i>			
<i>Average reporting “1 or more times”</i>	27	33	30
<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	72	68	74
1 time	16	13	13
2 to 3 times	7	10	7
4 or more times	5	9	5
been afraid of being beaten up? <i>(In-School Only)</i>			
0 times	67	68	80
1 time	16	18	11
2 to 3 times	9	7	6
4 or more times	9	8	3
<i>During the past 12 months, how many times have you...</i>			
had mean rumors or lies spread about you?			
0 times	74	64	63
1 time	13	16	16
2 to 3 times	8	9	11
4 or more times	5	10	11
had sexual jokes, comments, or gestures made to you?			
0 times	76	69	67
1 time	10	12	12
2 to 3 times	6	7	7
4 or more times	8	12	14

Question HS A.115, 116, 118, 119, 130, 131/MS A.108, 109, 111, 112, 123, 124: 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 6 %	Grade 7 %	Grade 8 %
<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	84	78	82
1 time	10	12	11
2 to 3 times	4	5	5
4 or more times	2	4	2
<i>been made fun of because of your looks or the way you talk?</i>			
0 times	66	59	60
1 time	15	15	15
2 to 3 times	9	10	11
4 or more times	10	16	14
<i>been made fun of, insulted, or called names?</i>			
0 times	62	59	62
1 time	15	13	13
2 to 3 times	9	9	10
4 or more times	15	18	16
<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)	82	74	72
1 time	10	12	11
2 to 3 times	4	9	8
4 or more times	4	6	8

Question HS A.120, 121, 129, 132, 133, 148/MS A.113, 114, 122, 125, 126, 141: 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 6 %	Grade 7 %	Grade 8 %
School violence perpetration			
<i>Average reporting “1 or more times”</i>	3	6	6
<i>During the past 12 months, how many times on school property have you...</i>			
been in a physical fight?			
0 times	92	88	91
1 time	6	8	6
2 to 3 times	1	3	2
4 or more times	1	1	1
been offered, sold, or given an illegal drug?			
0 times	96	93	90
1 time	2	4	5
2 to 3 times	0	2	3
4 or more times	1	1	2
damaged school property on purpose?			
0 times	98	94	94
1 time	1	3	2
2 to 3 times	1	1	1
4 or more times	0	1	2
carried a gun?			
0 times	100	99	99
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	0	0	1
carried any other weapon (such as a knife or club)?			
0 times	99	97	95
1 time	1	1	3
2 to 3 times	0	1	1
4 or more times	0	1	1

Question HS A.117, 122-125/MS A.110, 115-118: 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 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
been threatened with harm or injury?			
0 times	88	88	89
1 time	8	7	6
2 to 3 times	2	2	2
4 or more times	1	3	2
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times	97	96	96
1 time	2	2	2
2 to 3 times	1	0	1
4 or more times	1	1	1

Question HS A.126, 128/MS A.119, 121: 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 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
seen someone carrying a gun, knife, or other weapon?			
0 times	92	87	85
1 time	7	8	9
2 to 3 times	0	4	4
4 or more times	0	2	2

Question HS A.127/MS A.120: 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 6 %	Grade 7 %	Grade 8 %	Table
Lifetime illicit AOD use to get “high” [^]	6	7	12	A9.2
Lifetime alcohol or drug use	6	7	12	A9.2
Lifetime marijuana use	1	2	5	A9.2
Lifetime very drunk or high (7 or more times)	0	1	1	A9.7
Current alcohol or drug use [¶]	2	3	5	A9.5
Current marijuana use [¶]	1	1	3	A9.5
Current heavy drug use [¶]	1	1	2	A9.5
Current heavy alcohol use (binge drinking) [¶]	0	1	1	A9.5
Current alcohol or drug use on school property ^{¶Φ}	1	1	2	A9.8
Harmfulness of occasional marijuana use ^B	43	42	36	A9.10
Difficulty of obtaining marijuana ^C	31	17	13	A9.11

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

[^]*Excludes prescription pain medication.*

[¶]*Past 30 days.*

^Φ*In-School only.*

^B*Great harm.*

^C*Very difficult.*

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

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol	4	5	9
Marijuana	1	2	5
Inhalants	2	1	2
Any other drug, pill, or medicine to get “high”	1	1	1
<i>Any of the above AOD use</i>	6	7	12
<i>Any illicit AOD use to get “high”[^]</i>	6	7	12

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

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

Table A9.3
Lifetime AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
0 times	96	95	91
1 time	3	2	4
2 to 3 times	0	2	3
4 or more times	0	1	2
Marijuana (smoke, vape, eat, or drink)			
0 times	99	98	95
1 time	0	1	2
2 to 3 times	0	0	1
4 or more times	0	1	2
Inhalants			
0 times	98	99	98
1 time	1	1	1
2 to 3 times	0	0	0
4 or more times	0	0	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical			
0 times	99	99	99
1 time	0	1	1
2 to 3 times	0	0	0
4 or more times	0	0	0

Question HS A.65-67, 73/MS A.66-68, 70: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... 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 6 %	Grade 7 %	Grade 8 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>			
Smoke it?			
0 times	100	98	97
1 time	0	1	1
2 to 3 times	0	0	1
4 or more times	0	1	2
In a vaping device?			
0 times	99	98	96
1 time	0	0	1
2 to 3 times	0	0	0
4 or more times	0	1	2
Eat or drink it in products made with marijuana?			
0 times	99	99	98
1 time	0	0	1
2 to 3 times	0	0	1
4 or more times	0	1	1

Question HS A.77-79/MS A.74-76: 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 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks of alcohol)	1	2	3
Binge drinking (5 or more drinks in a row)	0	1	1
Marijuana (smoke, vape, eat, or drink)	1	1	3
Inhalants	0	1	1
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	0	1
<i>Any drug use</i>	1	2	3
<i>Heavy drug use</i>	1	1	2
<i>Any AOD Use</i>	2	3	5

Question HS A.83-86, 88/MS A.80-84: 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”)?... any other drug, pill, or medicine to get “high” or for reasons other than medical?

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 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks)			
0 days	99	98	97
1 or 2 days	1	1	2
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Binge drinking (5 or more drinks in a row)			
0 days	100	99	99
1 or 2 days	0	0	1
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Marijuana (smoke, vape, eat, or drink)			
0 days	99	99	97
1 or 2 days	0	1	1
3 to 9 days	0	0	1
10 to 19 days	0	0	0
20 to 30 days	0	0	1

Question HS A.83-85/MS A.80-82: 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 6 %	Grade 7 %	Grade 8 %
Very drunk or sick after drinking alcohol			
0 times	100	99	97
1 to 2 times	0	1	2
3 to 6 times	0	0	1
7 or more times	0	0	0
“High” (loaded, stoned, or wasted) from using drugs			
0 times	99	98	96
1 to 2 times	0	1	2
3 to 6 times	0	0	1
7 or more times	0	1	1
<i>Very drunk or “high” 7 or more times</i>	0	1	1

Question HS A.74, 75/MS A.71, 72: 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 6 %	Grade 7 %	Grade 8 %
Alcohol			
0 days	99	99	99
1 to 2 days	0	1	1
3 or more days	0	0	0
Marijuana (smoke, vape, eat, or drink)			
0 days	100	99	98
1 to 2 days	0	0	0
3 or more days	0	1	1
Any other drug, pill, or medicine to get “high” or for reasons other than medical			
0 days	100	100	100
1 to 2 days	0	0	0
3 or more days	0	0	0
Any of the above	1	1	2

Question HS A.93-95/MS A.88-90: 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 6 %	Grade 7 %	Grade 8 %
0 times	99	99	97
1 to 2 times	0	0	1
3 to 6 times	0	0	0
7 or more times	0	0	1

Question HS A.76/MS A.73: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A9.10***Perceived Harm of AOD Use***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol - drink occasionally			
Great	24	30	24
Moderate	26	22	29
Slight	27	24	29
None	23	24	19
Alcohol - 5 or more drinks once or twice a week			
Great	49	52	51
Moderate	24	21	27
Slight	7	7	9
None	20	21	14
Marijuana - use occasionally			
Great	43	42	36
Moderate	31	28	36
Slight	7	10	13
None	19	21	14
Marijuana - use daily			
Great	73	69	70
Moderate	5	7	13
Slight	2	3	3
None	20	20	14

Question HS A.101-104/MS A.96-99: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
Very difficult	27	14	10
Fairly difficult	14	13	13
Fairly easy	10	15	19
Very easy	7	11	14
Don’t know	42	47	44
Marijuana			
Very difficult	31	17	13
Fairly difficult	12	15	11
Fairly easy	6	10	14
Very easy	4	9	13
Don’t know	46	49	48
Prescription drugs to get “high” or for reasons other than prescribed			
Very difficult	27	16	13
Fairly difficult	12	12	13
Fairly easy	9	11	12
Very easy	5	10	12
Don’t know	46	50	50

Question HS A.107-109/MS A.102-104: 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 6 %	Grade 7 %	Grade 8 %	Table
Use Prevalence and Patterns				
Ever smoked a whole cigarette	1	1	2	A10.2
Current cigarette smoking [¶]	1	0	1	A10.4
Current cigarette smoking at school ^{¶Φ}	0	0	1	A10.6
Ever tried smokeless tobacco	1	1	2	A10.2
Current smokeless tobacco use [¶]	1	0	1	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	0	1	A10.6
Ever used vape products	3	6	8	A10.2
Current use of vape products [¶]	2	2	4	A10.4
Current tobacco vaping [¶]	1	1	3	A10.5
Current marijuana vaping [¶]	0	1	2	A10.5
Current vaping at school ^{¶Φ}	1	1	2	A10.6
Attitudes and Correlates				
Harmfulness of occasional cigarette smoking ^B	35	35	29	A10.8
Harmfulness of smoking 1 or more packs/day ^B	66	64	68	A10.8
Harmfulness of vaping occasionally ^B	39	41	37	A10.9
Harmfulness of vaping several times a day ^B	73	71	76	A10.9
Difficulty of obtaining cigarettes ^C	24	13	10	A10.10
Difficulty of obtaining vape products ^C	20	11	7	A10.10
Anti-Tobacco Policy				
School bans tobacco use and vaping	64	66	64	A10.11

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 6 %	Grade 7 %	Grade 8 %
A cigarette, even one or two puffs			
0 times	99	97	97
1 time	0	2	2
2 to 3 times	0	1	1
4 or more times	1	0	1
A whole cigarette			
0 times	99	99	98
1 time	0	1	0
2 to 3 times	0	0	1
4 or more times	0	0	1
Smokeless tobacco			
0 times	99	99	98
1 time	0	0	1
2 to 3 times	0	0	0
4 or more times	0	0	1
Vape products			
0 times	97	94	92
1 time	1	3	3
2 to 3 times	1	1	2
4 or more times	1	2	4

Question HS A.62-64/MS A.62-65: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

Table A10.3
Substances Ever Vaped

	Grade 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine			
0 times	98	96	94
1 time	0	2	2
2 to 3 times	1	1	1
4 or more times	0	1	3
Vaped marijuana or THC			
0 times	99	98	96
1 time	0	0	0
2 to 3 times	0	0	1
4 or more times	0	1	2
Vaped other product			
0 times	99	98	97
1 time	0	1	1
2 to 3 times	0	0	1
4 or more times	1	1	1

Question HS A.64A-64C/MS A.65A-65C: During your life, how many times have you used the following?... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product.

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Any	1	0	1
Daily (20 or more days)	0	0	0
Smokeless tobacco			
Any	1	0	1
Daily (20 or more days)	0	0	0
Vape products			
Any	2	2	4
Daily (20 or more days)	0	0	1

Question HS A.80-82/MS A.77-79: 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 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine?			
0 days	99	99	97
1 or 2 days	1	1	1
3 to 9 days	0	0	1
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Vaped marijuana or THC?			
0 days	100	99	98
1 or 2 days	0	0	1
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	1
Vaped other product?			
0 days	99	99	98
1 or 2 days	0	0	1
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0

Question HS A.82A-82C/MS A.79A-79C: During the past 30 days, on how many days did you use vape products?... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product?

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

Table A10.6**Current Smoking on School Property, Past 30 Days (In-School Only)**

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
0 days	100	100	99
1 or 2 days	0	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Smokeless tobacco			
0 days	100	100	99
1 or 2 days	0	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Vape			
0 days	99	99	98
1 or 2 days	0	1	1
3 to 9 days	0	0	1
10 to 19 days	0	0	0
20 to 30 days	0	0	0

Question HS A.90-92/MS A.85-87: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes			
0 days	96	96	94
1 day	2	2	3
2 days	0	1	2
3-9 days	0	0	1
10-19 days	0	0	0
20-30 days	0	0	0

Question HS A.96/MS A.91: During the past 30 days, on how many days on school property did you... breathe the smoke or vapor from someone who was using cigarettes or e-cigarettes?

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

Table A10.8***Perceived Harm of Cigarette Smoking***

	Grade 6 %	Grade 7 %	Grade 8 %
Smoke cigarettes occasionally			
Great	35	35	29
Moderate	33	29	39
Slight	13	16	17
None	20	21	14
Smoke 1 or more packs of cigarettes each day			
Great	66	64	68
Moderate	11	11	15
Slight	4	5	3
None	19	20	14

Question HS A.97, 98/MS A.92, 93: 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 A10.9***Perceived Harm of Using Vape Products***

	Grade 6 %	Grade 7 %	Grade 8 %
Vape tobacco or nicotine occasionally			
Great	39	41	37
Moderate	33	30	39
Slight	10	10	11
None	18	20	13
Vape tobacco or nicotine several times a day (100 puffs or more)			
Great	73	71	76
Moderate	6	6	8
Slight	2	3	3
None	19	20	13

Question HS A.99, 100/MS A.94, 95: 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 A10.10***Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Very difficult	24	13	10
Fairly difficult	16	16	14
Fairly easy	11	15	19
Very easy	5	8	10
Don't know	45	48	48
Vape products			
Very difficult	20	11	7
Fairly difficult	12	11	8
Fairly easy	16	18	21
Very easy	12	18	24
Don't know	40	42	39

Question HS A.105, 106/MS A.100, 101: 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 A10.11***School Bans Tobacco Use and Vaping***

	Grade 6 %	Grade 7 %	Grade 8 %
No	4	6	6
Yes	64	66	64
Don't know	32	28	30

Question HS A.113/MS A.105: Does your school ban tobacco use and vaping on school property and at school sponsored events?

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

11. Other Health Risks

Table A11.1

Alone After School (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Never	50	44	44
1 day	20	17	16
2 days	10	12	12
3 days	6	8	8
4 days	2	5	4
5 days	12	14	16

Question MS A.106: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

Table A11.2

Gang Involvement (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
No	97	98	98
Yes	3	2	2

Question HS A.149/MS A.142: Do you consider yourself a member of a gang?

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

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness^{†#} (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	60	54	57
Black or African American	62	62	52
Hispanic or Latinx	59	45	46
Native Hawaiian or Pacific Islander		38	59
White	67	55	51
Mixed (two or more) ethnics	53	56	49
Something else	60	43	54
School Connectedness^{†ψ} (<i>Remote Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		58	
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Academic Motivation[†]			
American Indian or Alaska Native			
Asian or Asian American	71	68	66
Black or African American	63	70	54
Hispanic or Latinx	70	56	58
Native Hawaiian or Pacific Islander		60	61
White	76	71	62
Mixed (two or more) ethnics	76	66	63
Something else	69	76	64

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 6 %	Grade 7 %	Grade 8 %
School is really boring[±]			
American Indian or Alaska Native			
Asian or Asian American	24	35	32
Black or African American	10	27	58
Hispanic or Latinx	40	40	44
Native Hawaiian or Pacific Islander		65	47
White	25	39	48
Mixed (two or more) ethnics	31	35	43
Something else	33	33	37
School is worthless and a waste of time[±]			
American Indian or Alaska Native			
Asian or Asian American	8	9	6
Black or African American	20	0	18
Hispanic or Latinx	17	17	13
Native Hawaiian or Pacific Islander		35	18
White	7	7	14
Mixed (two or more) ethnics	7	12	13
Something else	7	14	11
Monthly Absences (3 or more)			
American Indian or Alaska Native			
Asian or Asian American	3	5	7
Black or African American	50	27	25
Hispanic or Latinx	14	17	20
Native Hawaiian or Pacific Islander		35	33
White	15	17	17
Mixed (two or more) ethnics	9	9	17
Something else	14	14	17

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 6 %	Grade 7 %	Grade 8 %
Maintaining focus on schoolwork[†]			
American Indian or Alaska Native			
Asian or Asian American	52	50	48
Black or African American	50	40	33
Hispanic or Latinx	25	25	25
Native Hawaiian or Pacific Islander		24	24
White	57	51	30
Mixed (two or more) ethnics	48	45	37
Something else	42	46	40
Caring adult relationships[‡]			
American Indian or Alaska Native			
Asian or Asian American	70	65	61
Black or African American	63	58	56
Hispanic or Latinx	64	57	52
Native Hawaiian or Pacific Islander		57	73
White	77	72	65
Mixed (two or more) ethnics	70	72	57
Something else	59	59	54
High expectations-adults in school[‡]			
American Indian or Alaska Native			
Asian or Asian American	78	76	75
Black or African American	87	82	72
Hispanic or Latinx	74	69	63
Native Hawaiian or Pacific Islander		64	83
White	86	85	73
Mixed (two or more) ethnics	84	81	71
Something else	72	66	67

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 6 %	Grade 7 %	Grade 8 %
Meaningful participation[‡]			
American Indian or Alaska Native			
Asian or Asian American	36	31	30
Black or African American		22	35
Hispanic or Latinx	28	24	21
Native Hawaiian or Pacific Islander		18	32
White	41	34	24
Mixed (two or more) ethnics	30	32	26
Something else	41	35	27
Facilities upkeep[†] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	29	24	25
Black or African American	30	27	33
Hispanic or Latinx	35	27	30
Native Hawaiian or Pacific Islander		35	63
White	42	22	26
Mixed (two or more) ethnics	24	26	30
Something else	34	26	24
Promotion of parental involvement in school[†]			
American Indian or Alaska Native			
Asian or Asian American	55	46	47
Black or African American	53	70	39
Hispanic or Latinx	59	46	45
Native Hawaiian or Pacific Islander		55	50
White	64	51	37
Mixed (two or more) ethnics	47	48	43
Something else	62	51	50

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

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

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

Table A12.2
School Safety by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	56	47	52
Black or African American		50	
Hispanic or Latinx	51	42	44
Native Hawaiian or Pacific Islander		44	56
White	65	40	42
Mixed (two or more) ethnics	47	48	43
Something else	52	48	55
Experienced harassment due to five reasons^{λ§}			
American Indian or Alaska Native			
Asian or Asian American	20	29	26
Black or African American		60	
Hispanic or Latinx	25	25	26
Native Hawaiian or Pacific Islander		69	38
White	23	31	34
Mixed (two or more) ethnics	35	41	36
Something else	33	41	27
Experienced any harassment or bullying[§]			
American Indian or Alaska Native			
Asian or Asian American	29	37	34
Black or African American		60	
Hispanic or Latinx	33	32	35
Native Hawaiian or Pacific Islander		69	50
White	30	45	45
Mixed (two or more) ethnics	47	47	45
Something else	50	46	37

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 6 %	Grade 7 %	Grade 8 %
Had mean rumors or lies spread about you[§]			
American Indian or Alaska Native			
Asian or Asian American	24	30	34
Black or African American		50	
Hispanic or Latinx	28	34	35
Native Hawaiian or Pacific Islander		67	35
White	17	42	42
Mixed (two or more) ethnics	39	46	44
Something else	30	29	39
Been afraid of being beaten up[§] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	31	28	21
Black or African American		40	
Hispanic or Latinx	34	31	18
Native Hawaiian or Pacific Islander		47	25
White	29	36	22
Mixed (two or more) ethnics	51	37	23
Something else	26	34	20
Been in a physical fight[§] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	5	8	6
Black or African American		0	
Hispanic or Latinx	13	17	12
Native Hawaiian or Pacific Islander		57	13
White	3	8	9
Mixed (two or more) ethnics	14	11	10
Something else	10	13	7

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Seen a weapon on campus[§] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	6	7	11
Black or African American		30	
Hispanic or Latinx	8	15	19
Native Hawaiian or Pacific Islander		27	19
White	7	17	18
Mixed (two or more) ethnics	9	20	16
Something else	10	8	10

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
American Indian or Alaska Native			
Asian or Asian American	12	19	23
Black or African American		40	
Hispanic or Latinx	24	31	31
Native Hawaiian or Pacific Islander		63	25
White	13	24	27
Mixed (two or more) ethnics	30	33	32
Something else	20	27	27

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	2	2
Black or African American		0	20
Hispanic or Latinx	3	5	7
Native Hawaiian or Pacific Islander		12	18
White	2	3	4
Mixed (two or more) ethnics	0	2	5
Something else	0	0	0
Current marijuana use[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	0	1
Black or African American		0	20
Hispanic or Latinx	2	3	5
Native Hawaiian or Pacific Islander		6	12
White	0	0	2
Mixed (two or more) ethnics	0	1	2
Something else	0	0	0
Current binge drinking[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American		0	10
Hispanic or Latinx	0	1	2
Native Hawaiian or Pacific Islander		0	6
White	0	1	1
Mixed (two or more) ethnics	0	0	1
Something else	0	0	0

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

[¶]*Past 30 days.*

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

	Grade 6 %	Grade 7 %	Grade 8 %
Very drunk or “high” 7 or more times, ever			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American		0	0
Hispanic or Latinx	1	3	2
Native Hawaiian or Pacific Islander		0	6
White	0	0	1
Mixed (two or more) ethnics	0	0	2
Something else	0	0	2
Been drunk or “high” on drugs at school, ever			
American Indian or Alaska Native			
Asian or Asian American	0	0	1
Black or African American		0	9
Hispanic or Latinx	2	2	4
Native Hawaiian or Pacific Islander		0	6
White	0	1	2
Mixed (two or more) ethnics	2	2	4
Something else	0	0	0
Current alcohol use[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	2	1
Black or African American		0	10
Hispanic or Latinx	2	2	3
Native Hawaiian or Pacific Islander		6	6
White	2	3	4
Mixed (two or more) ethnics	0	0	3
Something else	0	0	0

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol use at school[¶] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	0	1	0
Black or African American		0	10
Hispanic or Latinx	1	1	3
Native Hawaiian or Pacific Islander		0	6
White	1	2	1
Mixed (two or more) ethnics	0	1	0
Something else	0	0	0
Current cigarette smoking[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American		0	9
Hispanic or Latinx	1	0	2
Native Hawaiian or Pacific Islander		0	6
White	1	1	0
Mixed (two or more) ethnics	2	1	1
Something else	0	0	0
Current vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	0	1
Black or African American		0	9
Hispanic or Latinx	4	3	7
Native Hawaiian or Pacific Islander		6	6
White	3	1	2
Mixed (two or more) ethnics	2	2	2
Something else	0	0	0

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current tobacco vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	0	1
Black or African American		0	9
Hispanic or Latinx	2	2	5
Native Hawaiian or Pacific Islander		6	6
White	3	1	2
Mixed (two or more) ethnics	0	0	2
Something else	0	0	0
Current marijuana vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American		0	9
Hispanic or Latinx	1	1	3
Native Hawaiian or Pacific Islander		0	6
White	0	1	1
Mixed (two or more) ethnics	0	0	1
Something else	0	0	0

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast			
American Indian or Alaska Native			
Asian or Asian American	92	81	78
Black or African American	90	55	50
Hispanic or Latinx	71	63	62
Native Hawaiian or Pacific Islander		35	53
White	80	74	71
Mixed (two or more) ethnics	75	76	66
Something else	86	74	70
Bedtime (at 12 am or later)			
American Indian or Alaska Native			
Asian or Asian American	4	9	15
Black or African American	10	9	8
Hispanic or Latinx	5	13	16
Native Hawaiian or Pacific Islander		35	11
White	1	6	12
Mixed (two or more) ethnics	0	8	18
Something else	9	12	17

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

[|]Today.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Average days worked on schoolwork (5 or more)[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	18	
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Synchronous instruction (4 days or more)[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	10	0	
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Interest in schoolwork done from home[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		36	
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful opportunities[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx		50	
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
American Indian or Alaska Native			
Asian or Asian American	15	22	22
Black or African American		28	
Hispanic or Latinx	26	25	26
Native Hawaiian or Pacific Islander		40	25
White	19	21	29
Mixed (two or more) ethnics	34	25	34
Something else	19	26	25
Experienced chronic sadness/hopelessness[§]			
American Indian or Alaska Native			
Asian or Asian American	10	19	21
Black or African American		30	
Hispanic or Latinx	29	32	34
Native Hawaiian or Pacific Islander		43	25
White	20	15	29
Mixed (two or more) ethnics	28	29	36
Something else	19	30	20
Considered suicide[§]			
American Indian or Alaska Native			
Asian or Asian American	9	11	10
Black or African American		10	
Hispanic or Latinx	12	14	16
Native Hawaiian or Pacific Islander		29	13
White	5	14	15
Mixed (two or more) ethnics	13	14	19
Something else	2	8	3

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 6 %	Grade 7 %	Grade 8 %
Optimism[‡]			
American Indian or Alaska Native			
Asian or Asian American	65	56	53
Black or African American		53	
Hispanic or Latinx	53	50	45
Native Hawaiian or Pacific Islander		36	48
White	65	61	41
Mixed (two or more) ethnics	48	61	46
Something else	62	47	52
Life satisfaction[±]			
American Indian or Alaska Native			
Asian or Asian American	75	71	70
Black or African American		58	
Hispanic or Latinx	66	61	60
Native Hawaiian or Pacific Islander		65	80
White	80	74	70
Mixed (two or more) ethnics	66	72	62
Something else	77	69	73

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 6 %	Grade 7 %	Grade 8 %
School Connectedness^{†#} (<i>In-School Only</i>)			
Male	65	54	57
Female	57	48	46
Nonbinary	29	28	41
Something else		32	34
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Male	67	42	
Female			
Nonbinary			
Something else			
Academic Motivation[†]			
Male	71	61	60
Female	74	68	64
Nonbinary	73	55	43
Something else		66	55
School is really boring[±]			
Male	33	40	44
Female	25	34	37
Nonbinary	60	50	60
Something else		47	53
School is worthless and a waste of time[±]			
Male	11	15	13
Female	9	8	8
Nonbinary	20	30	36
Something else		18	27

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Monthly Absences (3 or more)			
Male	8	12	13
Female	12	13	17
Nonbinary	20	18	45
Something else		18	40
Maintaining focus on schoolwork[†]			
Male	47	40	38
Female	42	41	33
Nonbinary		30	9
Something else		24	13
Caring adult relationships[‡]			
Male	71	63	61
Female	67	65	55
Nonbinary	57	53	82
Something else		51	47
High expectations-adults in school[‡]			
Male	80	73	72
Female	79	77	68
Nonbinary	60	67	77
Something else		53	56
Meaningful participation[‡]			
Male	35	31	25
Female	36	28	25
Nonbinary	18	24	29
Something else		18	26

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 6 %	Grade 7 %	Grade 8 %
Facilities upkeep[†] (<i>In-School Only</i>)			
Male	34	23	29
Female	33	28	29
Nonbinary	20	10	27
Something else		35	7
Promotion of parental involvement in school[†]			
Male	60	48	46
Female	57	48	44
Nonbinary	30	40	33
Something else		35	33

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

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

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

Table A13.2
School Safety by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe (<i>In-School Only</i>)			
Male	58	48	57
Female	53	42	38
Nonbinary	0		
Something else		20	23
Experienced harassment due to five reasons[^][§]			
Male	22	29	26
Female	25	31	30
Nonbinary	80		
Something else		67	50
Experienced any harassment or bullying[§]			
Male	33	36	34
Female	32	40	40
Nonbinary	80		
Something else		67	57
Had mean rumors or lies spread about you[§]			
Male	23	31	32
Female	29	40	42
Nonbinary	40		
Something else		67	50
Been afraid of being beaten up[§] (<i>In-School Only</i>)			
Male	31	31	19
Female	35	32	20
Nonbinary	70		
Something else		27	31

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§] (<i>In-School Only</i>)			
Male	12	16	12
Female	4	7	7
Nonbinary	0		
Something else		20	8
Seen a weapon on campus[§] (<i>In-School Only</i>)			
Male	7	14	17
Female	7	11	13
Nonbinary	30		
Something else		20	23

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Male	13	22	20
Female	23	30	35
Nonbinary	30		
Something else		47	29

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Male	2	3	4
Female	1	3	5
Nonbinary	0	10	
Something else		0	0
Current marijuana use[¶]			
Male	0	1	2
Female	1	1	4
Nonbinary	0	10	
Something else		0	0
Current binge drinking[¶]			
Male	0	1	1
Female	0	0	1
Nonbinary	0	0	
Something else		0	0
Very drunk or “high” 7 or more times, ever			
Male	0	1	1
Female	0	1	2
Nonbinary	0	10	0
Something else		0	0
Been drunk or “high” on drugs at school, ever			
Male	0	2	2
Female	1	1	3
Nonbinary	0	0	10
Something else		0	0
Current alcohol use[¶]			
Male	1	2	2
Female	1	2	3
Nonbinary	0	0	
Something else		0	0

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol use at school[¶] (<i>In-School Only</i>)			
Male	1	1	2
Female	1	1	1
Nonbinary	0	0	
Something else		0	0
Current cigarette smoking[¶]			
Male	0	0	0
Female	1	0	1
Nonbinary	0	0	10
Something else		0	0
Current vaping[¶]			
Male	1	2	3
Female	3	1	4
Nonbinary	0	20	20
Something else		0	0
Current tobacco vaping[¶]			
Male	1	1	2
Female	1	1	3
Nonbinary	0	0	
Something else		0	0
Current marijuana vaping[¶]			
Male	0	1	1
Female	1	0	2
Nonbinary	0	0	
Something else		0	0

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[‡]			
Male	87	75	74
Female	77	67	62
Nonbinary	50	64	45
Something else		82	73
Bedtime (at 12 am or later)			
Male	4	10	14
Female	4	11	16
Nonbinary	20	18	18
Something else		6	20

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

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

[‡]*Today.*

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

	Grade 6 %	Grade 7 %	Grade 8 %
Average days worked on schoolwork (5 or more)[¶]			
Male	7	13	
Female			50
Nonbinary			
Something else			
Synchronous instruction (4 days or more)[¶]			
Male	14	0	
Female			10
Nonbinary			
Something else			
Interest in schoolwork done from home[†]			
Male	62	27	
Female			
Nonbinary			
Something else			
Meaningful opportunities[‡]			
Male	38	43	
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 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Male	16	17	17
Female	25	30	35
Nonbinary	62		
Something else		47	32
Experienced chronic sadness/hopelessness[§]			
Male	15	16	18
Female	24	33	38
Nonbinary	40		
Something else		60	50
Considered suicide[§]			
Male	5	8	8
Female	10	17	18
Nonbinary	50		
Something else		20	29
Optimism[‡]			
Male	66	60	53
Female	55	48	43
Nonbinary	30		
Something else		29	36
Life satisfaction[‡]			
Male	77	73	71
Female	71	64	61
Nonbinary	39		
Something else		52	61

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

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

[§]*Past 12 months.*

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	1,107	1,116	1,067
Final number	549	819	796
Response Rate	50%	73%	75%

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Alcohol Consumption Patterns/Driving and Drug Use				
Usually drank until felt it a lot	0	0	1	B3.3
Driving under the influence experiences	16	20	21	B3.4
Strong Personal Disapproval of AOD Use				
Having one or two drinks of any alcoholic beverage nearly every day	77	69	57	B7.1
Trying marijuana once or twice	67	57	42	B7.1
Using marijuana once a month or more	79	72	60	B7.1

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

3. ATOD Consumption Patterns

Table B3.1

Age of Onset – AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
Never	92	89	85
10 years or under	4	5	6
11-12 years old	2	4	5
13-14 years old	0	0	4
15-16 years old	0	0	0
17 years or older	1	1	1
Marijuana (smoke, vape, eat, or drink)			
Never	98	96	95
10 years or under	0	1	0
11-12 years old	1	2	2
13-14 years old	0	0	2
15-16 years old	0	0	0
17 years or older	1	1	0
Any other illegal drug or pill to get “high”			
Never	99	98	98
10 years or under	0	0	0
11-12 years old	0	0	0
13-14 years old	0	0	1
15-16 years old	0	0	0
17 years or older	1	1	0

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

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

Table B3.2***Age of Onset – Tobacco Use***

	Grade 6 %	Grade 7 %	Grade 8 %
Smoked part or all of a cigarette			
Never	99	97	97
10 years or under	0	1	1
11-12 years old	0	1	0
13-14 years old	0	0	1
15-16 years old	0	0	0
17 years or older	1	1	1
A vape product such as an e-cigarette, vape pen, or mod			
Never	97	95	92
10 years or under	0	1	1
11-12 years old	2	3	2
13-14 years old	0	0	4
15-16 years old	0	0	0
17 years or older	1	1	0

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

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

Table B3.3***Usual Alcohol Consumption Level***

	Grade 6 %	Grade 7 %	Grade 8 %
I don't drink alcohol	99	96	96
Just enough to feel it a little	1	3	2
Enough to feel it moderately	0	1	1
Until I feel it a lot or get really drunk	0	0	1

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

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

Table B3.4***Driving Under the Influence Experiences, Lifetime***

	Grade 6 %	Grade 7 %	Grade 8 %
Have ridden in a car driven by someone who had been using alcohol or drugs			
Never	84	80	79
1 time	8	9	7
2 times	2	3	4
3 to 6 times	1	3	4
7 or more times	4	5	7

Question HS B.35/MS B.25: 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?... During your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?

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

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	95	91	88
To experiment (try using)	2	4	6
To get high	0	2	3
To have a good time with friends	1	2	3
To fit in with a group you like	0	1	1
Because of boredom	0	2	4
To relax	0	2	3
To get away from problems	0	2	3
Because of anger or frustration	0	2	2
To get through the day	1	1	2
Because it made you feel better	0	2	3
To seek deeper insights and understanding	0	1	1
None of the above	9	8	9

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

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

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

5. Supports to Reduce AOD Use

Table B5.1

Talked with Parent About AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
No	43	47	48
Yes	57	53	52

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

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Grade 6 %	Grade 7 %	Grade 8 %
At school	6	10	6
At parties	5	9	10
At concerts or other social events	3	4	4
At their own home	8	15	15
From adults at friends' homes	3	10	9
From friends or another teenager	10	16	17
Get adults to buy it for them	4	9	9
Buy it themselves from a store	5	9	8
At bars, clubs, or gambling casinos	2	4	1
Other	4	8	8
Don't know	90	83	80

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

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

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

Table B6.2***Sources for Obtaining Marijuana***

	Grade 6 %	Grade 7 %	Grade 8 %
At school	6	11	9
At parties	4	7	4
At concerts or other social events	2	4	3
At their own home	5	9	6
From an adult acquaintance	5	8	10
From friends or another teenager	9	17	17
Buy it at a marijuana dispensary	3	6	6
At bars or clubs	1	3	1
Other	3	8	6
Don't know	89	83	81

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

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

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

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Having one or two drinks of any alcoholic beverage nearly every day			
Neither approve nor disapprove	14	20	28
Somewhat disapprove	9	11	15
Strongly disapprove	77	69	57
Trying marijuana once or twice			
Neither approve nor disapprove	16	23	31
Somewhat disapprove	17	21	27
Strongly disapprove	67	57	42
Using marijuana once a month or more regularly			
Neither approve nor disapprove	14	18	26
Somewhat disapprove	7	10	15
Strongly disapprove	79	72	60

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

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

Table B7.2***Parent Disapproval of ATOD Use***

	Grade 6 %	Grade 7 %	Grade 8 %
Take one or two drinks of alcohol nearly every day			
Very wrong	89	89	85
Wrong	7	7	11
A little wrong	2	2	3
Not at all wrong	2	2	2
Smoke tobacco			
Very wrong	94	94	90
Wrong	4	4	7
A little wrong	1	1	1
Not at all wrong	1	1	2
Use vape products such as e-cigarettes, vape pens, or mods			
Very wrong	94	93	90
Wrong	4	4	8
A little wrong	1	1	1
Not at all wrong	1	1	2
Use marijuana (smoke, vape, eat, or drink)			
Very wrong	95	93	89
Wrong	3	4	7
A little wrong	1	1	2
Not at all wrong	1	1	2
Use prescription drugs to get high or for reasons other than prescribed			
Very wrong	95	95	92
Wrong	3	3	6
A little wrong	1	1	1
Not at all wrong	1	1	2

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

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

Table B7.3**Peer Disapproval of ATOD Use**

	Grade 6 %	Grade 7 %	Grade 8 %
Take one or two drinks of alcohol nearly every day			
Very wrong	80	80	68
Wrong	15	14	21
A little wrong	3	4	8
Not at all wrong	2	2	4
Smoke tobacco			
Very wrong	83	81	71
Wrong	13	14	19
A little wrong	2	4	7
Not at all wrong	2	2	3
Use vape products such as e-cigarettes, vape pens, or mods			
Very wrong	82	80	69
Wrong	13	13	19
A little wrong	3	5	8
Not at all wrong	3	3	4
Use marijuana (smoke, vape, eat, or drink)			
Very wrong	84	81	70
Wrong	12	13	19
A little wrong	2	3	7
Not at all wrong	2	3	4
Use prescription drugs to get high or for reasons other than prescribed			
Very wrong	84	83	73
Wrong	12	12	19
A little wrong	2	4	5
Not at all wrong	2	2	3

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

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

Table B7.4***Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
No	25	27	25
Yes	75	73	75

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

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

Gender Identity & Sexual Orientation-Based Harassment Module

1. Module Sample

Table J1.1

Student Sample for Gender Identity & Sexual Orientation-Based Harassment Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	1,107	1,116	1,067
Final number	507	768	767
Response Rate	46%	69%	72%

2. Perceptions of LGBTQ-Related School Safety

Table J2.1

Student Perceptions of School Safety, LGBTQ-Specific

	Grade 6 %	Grade 7 %	Grade 8 %
<i>My school is safe for...</i>			
guys who are not as “masculine” as other guys.			
Strongly disagree	8	11	11
Disagree	13	17	21
Agree	55	51	53
Strongly agree	24	21	16
girls who are not as “feminine” as other girls.			
Strongly disagree	7	9	8
Disagree	11	13	14
Agree	55	54	59
Strongly agree	27	23	18
students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ).			
Strongly disagree	9	12	11
Disagree	15	18	18
Agree	51	48	53
Strongly agree	24	22	17
students with LGBTQ parents.			
Strongly disagree	8	11	9
Disagree	13	14	15
Agree	53	52	58
Strongly agree	26	23	18

Question HS/MS J.1-4: My school is safe for... guys who are not as “masculine” as other guys... girls who are not as “feminine” as other girls... students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ)... students with LGBTQ parents.

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

Table J2.1***Student Perceptions of School Safety, LGBTQ-Specific – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>My school is safe for...</i>			
teachers and staff who are LGBTQ.			
Strongly disagree	7	10	10
Disagree	12	11	13
Agree	53	53	57
Strongly agree	27	26	20
LGBTQ allies (people who are supportive of LGBTQ people).			
Strongly disagree	7	10	8
Disagree	12	12	11
Agree	49	49	56
Strongly agree	32	29	24

Question HS/MS J.5-6: My school is safe for... teachers and staff who are LGBTQ... LGBTQ allies (people who are supportive of LGBTQ people).

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

3. Bullying, Negative Attitudes, and Pro-Bullying Beliefs

Table J3.1

Bullying Incidents on School Property During the Past 12 months, LGBTQ-Specific

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?</i>			
Because you are lesbian, gay, bisexual, asexual, non-binary, or transgender or someone thought you were			
0 times	95	91	91
1 time	1	3	4
2-3 times	2	3	2
4 or more times	2	3	3
Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls			
0 times	92	90	92
1 time	4	4	3
2-3 times	2	3	3
4 or more times	2	2	2
Because you have LGBTQ parents or family members or because someone thought they were			
0 times	99	98	97
1 time	0	1	1
2-3 times	0	0	0
4 or more times	0	1	1
Because you have LGBTQ friends or because someone thought you did			
0 times	95	93	94
1 time	3	3	3
2-3 times	1	2	2
4 or more times	1	2	1

Question HS/MS J.7-10: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Because you are lesbian, gay, bisexual, asexual, non-binary, or transgender or someone thought you were... Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls... Because you have LGBTQ parents or family members or because someone thought they were... Because you have LGBTQ friends or because someone thought you did.

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

Table J3.2

Offensive LGBTQ-Related Language Among Peers

	Grade 6 %	Grade 7 %	Grade 8 %
How often do you hear other students make negative comments or use slurs about someone's...			
sex (male or female)?			
Never	50	38	36
Rarely	26	25	25
Sometimes	17	24	24
Often	6	14	16
sexual orientation?			
Never	47	36	28
Rarely	22	21	23
Sometimes	17	23	26
Often	13	20	23
gender identity or expression?			
Never	53	41	34
Rarely	21	23	25
Sometimes	17	20	23
Often	8	16	19
having LGBTQ parents or family members?			
Never	69	58	55
Rarely	18	21	25
Sometimes	6	12	11
Often	6	9	9
having LGBTQ friends?			
Never	64	54	49
Rarely	19	21	26
Sometimes	10	15	14
Often	7	10	11

Question HS/MS J.24-28: How often do you hear other students make negative comments or use slurs about someone's... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?... having LGBTQ parents or family members?... having LGBTQ friends?

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

Table J3.3

Offensive LGBTQ-Related Language Among Adults

	Grade 6 %	Grade 7 %	Grade 8 %
<i>How often do you hear teachers or school staff make negative comments or use slurs about someone's...</i>			
sex (male or female)?			
Never	91	85	84
Rarely	5	9	8
Sometimes	2	3	4
Often	2	2	3
sexual orientation?			
Never	91	87	85
Rarely	6	7	8
Sometimes	2	3	4
Often	2	2	3
gender identity or expression?			
Never	90	87	86
Rarely	6	7	7
Sometimes	2	3	4
Often	2	2	3
having LGBTQ parents or family members?			
Never	93	90	88
Rarely	4	5	7
Sometimes	2	2	3
Often	1	2	2
having LGBTQ friends?			
Never	91	89	88
Rarely	5	6	7
Sometimes	2	2	3
Often	1	2	2

Question HS/MS J.34-38: How often do you hear teachers or school staff make negative comments or use slurs about someone's... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?... having LGBTQ parents or family members?... having LGBTQ friends?

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

4. Response to Bullying and Supports

Table J4.1

Intervening Behaviors by Peers, LGBTQ-Specific

	Grade 6 %	Grade 7 %	Grade 8 %
<i>How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... sex (male or female)?</i>			
Never stop	17	22	22
Rarely stop	16	16	18
Sometimes stop	17	17	18
Often stop	12	10	8
Not applicable	38	34	35
<i>sexual orientation?</i>			
Never stop	19	23	22
Rarely stop	16	16	19
Sometimes stop	16	17	17
Often stop	13	10	9
Not applicable	36	34	33
<i>gender identity or expression?</i>			
Never stop	19	22	22
Rarely stop	16	17	19
Sometimes stop	15	16	16
Often stop	12	10	9
Not applicable	38	36	35

Question HS/MS J.29-31: How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... (Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene.)... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?

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

Table J4.1

Intervening Behaviors by Peers, LGBTQ-Specific – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
<i>How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... having LGBTQ parents or family members?</i>			
Never stop	19	24	21
Rarely stop	13	14	15
Sometimes stop	14	13	14
Often stop	12	9	8
Not applicable	42	40	42
<i>having LGBTQ friends?</i>			
Never stop	19	23	21
Rarely stop	13	14	15
Sometimes stop	14	15	16
Often stop	14	10	8
Not applicable	41	38	40

Question HS/MS J.32, 33: How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... (Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene.)... having LGBTQ parents or family members?... having LGBTQ friends?

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

Table J4.2

Intervening Behaviors by Adults, LGBTQ-Specific

	Grade 6 %	Grade 7 %	Grade 8 %
<i>How often do you see or hear teachers or school staff STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... sex (male or female)?</i>			
Never stop	11	14	12
Rarely stop	4	6	10
Sometimes stop	10	15	13
Often stop	32	28	31
Not applicable	42	37	35
<i>sexual orientation?</i>			
Never stop	12	13	12
Rarely stop	3	7	9
Sometimes stop	10	15	14
Often stop	33	29	31
Not applicable	41	37	34
<i>gender identity or expression?</i>			
Never stop	12	13	12
Rarely stop	4	7	9
Sometimes stop	10	15	13
Often stop	33	27	30
Not applicable	42	38	36
<i>having LGBTQ parents or family members?</i>			
Never stop	12	14	12
Rarely stop	4	6	8
Sometimes stop	9	15	11
Often stop	30	25	28
Not applicable	44	41	40
<i>having LGBTQ friends?</i>			
Never stop	12	14	12
Rarely stop	4	6	9
Sometimes stop	9	15	11
Often stop	30	26	28
Not applicable	44	40	40

Question HS/MS J.39-43: How often do you see or hear teachers or school staff STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... (Mark Not Applicable if you have never observed a situation where teachers or other school staff had the opportunity to intervene.)... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?... having LGBTQ parents or family members?... having LGBTQ friends?

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

Table J4.3***Student Response to Bullying***

	Grade 6 %	Grade 7 %	Grade 8 %
If another student was bullying me, I would tell the principal or assistant principal.			
Strongly disagree	14	22	26
Disagree	17	25	29
Agree	43	36	34
Strongly agree	26	17	12
If another student was bullying me, I would tell one of the teachers or other staff at school.			
Strongly disagree	12	18	20
Disagree	13	18	23
Agree	40	45	42
Strongly agree	35	19	15
If I tell a teacher that someone is bullying me, the teacher will do something to help.			
Strongly disagree	11	14	13
Disagree	8	12	18
Agree	46	50	52
Strongly agree	35	24	18

Question HS/MS J.44-46: How much do you agree with the following statements?... If another student was bullying me, I would tell the principal or assistant principal... If another student was bullying me, I would tell one of the teachers or other staff at school... If I tell a teacher that someone is bullying me, the teacher will do something to help.

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

Table J4.4***Willingness to Seek Help About LGBTQ-Related Issues at School***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i>			
a school counselor or school psychologist?			
Not at all likely	34	38	42
A little likely	36	35	34
Very likely	30	27	23
a teacher?			
Not at all likely	40	44	49
A little likely	41	36	39
Very likely	18	20	13
a school principal or assistant principal?			
Not at all likely	56	55	65
A little likely	31	27	26
Very likely	13	18	9
other adults at school?			
Not at all likely	55	56	63
A little likely	34	29	25
Very likely	12	15	12
a friend at your school?			
Not at all likely	34	29	28
A little likely	33	34	33
Very likely	33	36	39

Question HS/MS J.14-18: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... a school counselor or school psychologist?... a teacher?... a school principal or assistant principal?... other adults at school (e.g., the school custodian, hallway monitor, or parent volunteer)?... a friend at your school?

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

Table J4.5***Willingness to Seek Help About LGBTQ-Related Issues Outside of School***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i>			
a sibling?			
Not at all likely	48	46	45
A little likely	30	31	30
Very likely	23	23	25
your parent or guardian?			
Not at all likely	25	32	37
A little likely	30	31	29
Very likely	45	36	33
a friend's parent or other adult not at school?			
Not at all likely	58	56	58
A little likely	32	28	30
Very likely	10	16	12

Question HS/MS J.19-21: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... a sibling?... your parent or guardian?... a friend's parent or other adult not at school?

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

Table J4.6***Supports from Adults on Personal Problems***

	Grade 6 %	Grade 7 %	Grade 8 %
There are adults at this school I could turn to if I had a personal problem.			
Strongly disagree	13	18	18
Disagree	13	18	20
Agree	43	41	47
Strongly agree	32	23	15

Question HS/MS J.47: How much do you agree with the following statements?... There are adults at this school I could turn to if I had a personal problem.

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

5. School Resources and Policies

Table J5.1

Knowledge of LGBTQ-Specific Resources and Policies at School

	Grade 6 %	Grade 7 %	Grade 8 %
Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students?			
Yes	65	65	74
No	3	7	5
Don't know	32	27	21
Do you learn about LGBTQ people or issues in your classes at school?			
Yes	28	46	49
No	38	27	26
Don't know	34	27	25
If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?			
Yes	35	40	45
No	22	21	19
Don't know	43	39	36

Question HS/MS J.11-13: Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students (e.g., Gay-Straight Alliances)?... Do you learn about LGBTQ people or issues in your classes at school?... If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?

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

Table J5.2
School Policy on Gender & Sex-Based Harassment

	Grade 6 %	Grade 7 %	Grade 8 %
<i>Does your school have a policy that prohibits students and staff from harassing someone based on...</i>			
<i>sexual orientation?</i>			
Yes	52	53	49
No	4	7	6
Don't know	44	40	45
<i>gender identity or expression?</i>			
Yes	51	53	49
No	4	6	6
Don't know	45	41	45

Question HS/MS J.22, 23: Does your school have a policy that prohibits students and staff from harassing someone based on... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being “feminine” or “masculine” enough, etc.)?

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

Social Emotional Health Module

1. Module Sample

Table R1.1

Student Sample for Social Emotional Health Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	1,107	1,116	1,067
Final number	577	873	824
Response Rate	52%	78%	77%

2. Summary of Key Indicators

Table R2.1

Key Indicators of Social Emotional Health

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Covitality[†]	73	68	65	
Belief in self [†]	70	64	61	R2.2
Belief in others [†]	80	76	71	R2.2
Emotional competence [†]	75	71	71	R2.2
Engaged living [†]	67	61	55	R2.2
Growth mindset[‡]	76	73	73	R7.1
Goals[†]	84	78	79	R8.1
Collaboration[†]	76	66	67	R9.1
Problem solving[†]	59	52	48	R10.1

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

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

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

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

Table R2.2***Covitality Domains and Subdomains***

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Belief in self	70	64	61	
Self-efficacy	78	73	74	R3.1
Self-awareness	73	69	66	R3.2
Persistence	59	51	42	R3.3
Belief in others	80	76	71	
School supports	80	74	68	R4.1
Family connectedness	84	80	74	R4.2
Peer supports	75	74	69	R4.3
Emotional competence	75	71	71	
Emotional regulation	78	73	74	R5.1
Empathy	79	75	74	R5.2
Behavioral self-control	68	64	64	R5.3
Engaged living	67	61	55	
Optimism	60	54	47	R6.1
Gratitude	75	69	66	R6.2
Zest	66	60	51	R6.3

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

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

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

3. Belief in Self

Table R3.1

Self-Efficacy Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Self-efficacy			
<i>Average reporting “Pretty much true” or “Very much true”</i>	78	73	74
I can work out my problems.			
Not at all true	4	5	4
A little true	23	26	24
Pretty much true	49	43	48
Very much true	24	26	23
I can do most things if I try.			
Not at all true	3	4	4
A little true	15	17	16
Pretty much true	45	45	47
Very much true	37	33	32
There are many things that I do well.			
Not at all true	4	6	6
A little true	17	22	23
Pretty much true	39	37	40
Very much true	40	35	31

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

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

Table R3.2
Self-Awareness Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Self-awareness			
<i>Average reporting “Pretty much true” or “Very much true”</i>	73	69	66
There is a purpose to my life.			
Not at all true	6	8	10
A little true	16	18	21
Pretty much true	26	33	32
Very much true	52	41	37
I understand my moods and feelings.			
Not at all true	9	9	11
A little true	21	26	25
Pretty much true	39	37	39
Very much true	31	29	24
I understand why I do what I do.			
Not at all true	7	9	12
A little true	22	24	23
Pretty much true	35	38	38
Very much true	36	28	27

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

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

Table R3.3***Persistence Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Persistence			
<i>Average reporting “Pretty much true” or “Very much true”</i>	59	51	42
When I do not understand something, I ask the teacher again and again until I understand.			
Not at all true	14	23	24
A little true	33	30	36
Pretty much true	32	25	24
Very much true	21	22	16
I try to answer all the questions asked in class.			
Not at all true	12	20	28
A little true	28	33	35
Pretty much true	34	27	21
Very much true	26	21	16
When I try to solve a math problem, I will not stop until I find a final solution.			
Not at all true	9	15	20
A little true	26	27	30
Pretty much true	36	30	30
Very much true	29	28	19

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

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

4. Belief in Others

Table R4.1

School Supports Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>	80	74	68
<i>There is a teacher or some other adult from my school... who always wants me to do my best.</i>			
Not at all true	3	3	5
A little true	10	16	19
Pretty much true	31	37	37
Very much true	57	43	39
<i>who listens to me when I have something to say.</i>			
Not at all true	5	7	8
A little true	17	23	27
Pretty much true	35	37	39
Very much true	43	33	26
<i>who believes that I will be a success.</i>			
Not at all true	7	8	9
A little true	18	22	27
Pretty much true	35	35	35
Very much true	40	35	29

Question HS/MS A.48, 50, 51: There is a teacher or some other adult from my school... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.

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

Table R4.2
Family Connectedness Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Family connectedness			
<i>Average reporting “Pretty much true” or “Very much true”</i>	84	80	74
My family members really help and support one another.			
Not at all true	2	3	5
A little true	11	15	19
Pretty much true	32	33	33
Very much true	55	50	43
There is a feeling of togetherness in my family.			
Not at all true	3	4	7
A little true	12	16	18
Pretty much true	32	32	34
Very much true	53	48	41
My family really gets along well with each other.			
Not at all true	4	5	7
A little true	15	18	23
Pretty much true	35	36	34
Very much true	45	41	37

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

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

Table R4.3***Peer Supports Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Peer supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>	75	74	69
I have a friend my age who really cares about me.			
Not at all true	3	4	6
A little true	10	12	17
Pretty much true	32	30	29
Very much true	55	54	49
I have a friend my age who talks with me about my problems.			
Not at all true	15	15	17
A little true	21	18	22
Pretty much true	27	27	20
Very much true	38	39	41
I have a friend my age who helps me when I’m having a hard time.			
Not at all true	10	10	13
A little true	14	17	20
Pretty much true	28	29	24
Very much true	47	43	43

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

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

5. Emotional Competence

Table R5.1

Emotional Regulation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Emotional Regulation			
<i>Average reporting “Pretty much true” or “Very much true”</i>	78	73	74
I accept responsibility for my actions.			
Not at all true	3	5	4
A little true	15	20	18
Pretty much true	45	42	46
Very much true	37	33	31
When I make a mistake I admit it.			
Not at all true	4	7	5
A little true	24	27	26
Pretty much true	44	41	44
Very much true	27	25	25
I can deal with being told no.			
Not at all true	3	4	5
A little true	18	18	18
Pretty much true	42	42	42
Very much true	37	36	35

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

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

Table R5.2***Empathy Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Empathy			
<i>Average reporting “Pretty much true” or “Very much true”</i>	79	75	74
I feel bad when someone gets their feelings hurt.			
Not at all true	4	6	7
A little true	13	16	20
Pretty much true	30	34	34
Very much true	52	43	40
I try to understand what other people go through.			
Not at all true	5	6	5
A little true	18	20	20
Pretty much true	40	37	39
Very much true	37	37	36
I try to understand how other people feel and think.			
Not at all true	5	6	5
A little true	19	21	20
Pretty much true	37	38	38
Very much true	39	35	36

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

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

Table R5.3***Behavioral Self-Control Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Behavioral self-control			
<i>Average reporting “Pretty much true” or “Very much true”</i>	68	64	64
I can wait for what I want.			
Not at all true	5	6	6
A little true	22	20	23
Pretty much true	39	40	39
Very much true	35	34	32
I don’t bother others when they are busy.			
Not at all true	5	7	7
A little true	28	32	30
Pretty much true	42	36	40
Very much true	26	25	23
I think before I act.			
Not at all true	6	10	9
A little true	30	32	32
Pretty much true	44	38	40
Very much true	20	20	19

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

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

6. Engaged Living

Table R6.1

Optimism Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Optimism			
<i>Average reporting “Pretty much true” or “Very much true”</i>	60	54	47
Each day I look forward to having a lot of fun.			
Not at all true	11	14	18
A little true	27	32	35
Pretty much true	38	34	32
Very much true	24	20	15
I usually expect to have a good day.			
Not at all true	15	20	19
A little true	27	25	35
Pretty much true	34	35	33
Very much true	24	19	13
Overall, I expect more good things to happen to me than bad things.			
Not at all true	15	18	20
A little true	25	27	31
Pretty much true	29	31	31
Very much true	31	24	18

Question HSA.157-159/MSA.150-152: 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 R6.2***Gratitude Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Gratitude			
<i>Average reporting “Pretty much true” or “Very much true”</i>	75	69	66
On most days I feel grateful.			
Not at all true	5	7	8
A little true	20	23	26
Pretty much true	36	36	35
Very much true	40	34	31
On most days I feel thankful.			
Not at all true	4	7	8
A little true	19	22	24
Pretty much true	34	35	36
Very much true	43	36	32
On most days I feel appreciative.			
Not at all true	5	10	9
A little true	21	23	27
Pretty much true	34	35	36
Very much true	39	32	28

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

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

Table R6.3***Zest Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Zest			
<i>Average reporting “Pretty much true” or “Very much true”</i>	66	60	51
On most days I feel energetic.			
Not at all true	11	14	16
A little true	23	26	33
Pretty much true	31	30	29
Very much true	35	31	22
On most days I feel active.			
Not at all true	9	12	15
A little true	22	25	31
Pretty much true	31	31	30
Very much true	38	31	25
On most days I feel enthusiastic.			
Not at all true	11	14	17
A little true	25	29	35
Pretty much true	34	31	27
Very much true	31	26	21

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

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

7. Growth Mindset

Table R7.1

Growth Mindset Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Growth mindset[†]			
<i>Average reporting “A little true” or “Not at all true”</i>	76	73	73
My intelligence is something I cannot change very much.			
Not at all true	38	40	32
A little true	27	27	34
Pretty much true	21	19	21
Very much true	14	14	12
Challenging myself will not make me any smarter.			
Not at all true	55	50	51
A little true	25	28	28
Pretty much true	10	12	13
Very much true	10	10	8
There are some things I am not capable of learning.			
Not at all true	34	30	31
A little true	35	36	37
Pretty much true	19	20	18
Very much true	12	13	13
If I am not naturally smart in a subject, I will never do well in it.			
Not at all true	63	53	48
A little true	22	28	31
Pretty much true	8	10	12
Very much true	6	9	9

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

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

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

8. Goals

Table R8.1
Goals Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Goals			
<i>Average reporting “Pretty much true” or “Very much true”</i>	84	78	79
I am looking forward to a successful career.			
Not at all true	3	6	6
A little true	10	15	17
Pretty much true	27	29	33
Very much true	60	50	45
I have high goals and expectations for myself.			
Not at all true	6	7	7
A little true	13	19	16
Pretty much true	29	28	31
Very much true	52	47	45
I don’t expect very much of myself in the future.[†]			
Not at all true	60	56	52
A little true	25	25	29
Pretty much true	9	9	10
Very much true	6	10	8

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

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

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

9. Collaboration

Table R9.1

Collaboration Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Collaboration			
<i>Average reporting “Pretty much true” or “Very much true”</i>	76	66	67
I enjoy working together with other students on class activities.			
Not at all true	7	12	12
A little true	24	30	32
Pretty much true	38	32	35
Very much true	30	26	22
When I work in school groups, I do my fair share.			
Not at all true	3	6	3
A little true	11	16	16
Pretty much true	38	36	38
Very much true	48	43	44
I like to listen to other students’ ideas in class.			
Not at all true	6	8	10
A little true	22	30	27
Pretty much true	45	38	45
Very much true	27	23	18

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

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

10. Problem Solving

Table R10.1

Problem Solving Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Problem solving			
<i>Average reporting “Pretty much true” or “Very much true”</i>	59	52	48
When I need help I find someone to talk with.			
Not at all true	13	19	23
A little true	29	31	30
Pretty much true	33	28	28
Very much true	25	22	19
I try to work out my problems by talking or writing about them.			
Not at all true	21	25	30
A little true	33	33	32
Pretty much true	33	24	25
Very much true	14	18	14
I trust my ability to solve difficult problems.			
Not at all true	5	8	9
A little true	22	29	33
Pretty much true	41	36	38
Very much true	31	28	20

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

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

Appendix I

2022-23 CHKS Secondary Survey Response Rates

Eligible Schools	6th %	7th %	8th %
Abbott Middle	27	87	72
Bayside Academy	61	98	94
Borel Middle	74	87	84
Bowditch Middle	95	100	99
North Shoreview Montessori	7	100	93
Parkside Montessori	65	92	

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2022-23 public school and 2021-22 enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

CHKS Content Overview, 2022-23

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

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP). For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.²

MAIN CONTENT FOCUS: SCHOOL CLIMATE AND THE NEEDS OF THE WHOLE CHILD

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and students supports, all three key priorities required of the LCAP. It provides schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in learning and developmentally thrive. Forty-nine items assessing 14 school climate domains included in a *School Climate Report Card (SCRC)* that districts can request at the district and school level.³ All districts receive a district-level SCRC and can request school-level SCRCs. The items used in the SCRC assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

School climate, as measured by the CHKS, is strongly related to student performance on standardized academic tests. Data for high school students show that as school climate improves—as the schools became safer, more supportive, and more engaging—test performance increased as well.⁴

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that “beat the odds” academically and consistently performed better on the state's standardized tests than *would be predicted* based on the characteristics of their students (i.e., comparing schools with similar student demographics). The more positive the school climate, the greater the probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school's level of personnel resources.⁵

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the whole child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being

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

² Austin. (2016). Download calschls.org/docs/factsheet-15.pdf

³ See calschls.org/reports-data/#scrc

⁴ O'Malley & Hanson. (2012). Download data.calschls.org/resources/S3factsheet3_API_20120716.pdf

⁵ Voight, Austin, & Hanson. (2013). Download www.wested.org/online_pubs/hd-13-10.pdf

more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high expectations at school.⁶ These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

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

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.⁷ They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.⁸

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

In the standard CHKS report, breakdowns for selected key indicators are provided by race/ethnicity and gender. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation. Results can also be displayed for English learners, free and reduced-priced meal eligible students (prior to 2021-22), and foster youth—three important LCAP priority groups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic groups for each school (call 562.799.5164 or email calschls@wested.org).

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by,

⁶ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁷ In interpreting the results for 11th graders, note that many youth who are most disengaged and involved in high risk behaviors may have already dropped out of school or did not participate in the survey because of truancy or absenteeism.

⁸ Austin, Dixon, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-7.pdf

and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.⁹ They were highest in schools with large proportions of white and Asian students, as well as in middle- and high-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but the disparities still remained. This suggests that school climate factors related to student well-being may also play a role in racial/ethnic group differences in achievement. One strategy to close the gap may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students.

In the majority of cases, with notable exceptions for Asians, *the racial/ethnic gaps in performance, engagement, perceived support, and safety are greater within-schools than between-schools*.¹⁰ White students feel more safe, engaged, and supported than their African American, Latino, and Asian peers *within the same school*. Inequities in these factors can possibly contribute to the achievement differences. Further, these findings suggest that practices designed to ensure equitable access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap.

Youth in Foster Care

Compared to youth who live with their parents, youth in foster care settings report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.¹¹ They were also more likely to be low in caring adult relationships and total developmental support.

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.^{12 13} For example, analysis of the Biennial CHKS data indicate that LGBTQ youth¹⁴ are:

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

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

⁹ Austin, Hanson, Bono, & Zheng. (2008). Download data.calschls.org/resources/factsheet_8.pdf

¹⁰ Hanson, Austin, & Li. (2012). Download data.calschls.org/resources/FACTSHEET-13_20120405.pdf

¹¹ Austin, Jones, & Annon. (2007). Download data.calschls.org/resources/FACTSHEET-6.pdf

¹² Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd. [Download wested.org/resources/lgbtq-students-in-california/](https://wested.org/resources/lgbtq-students-in-california/)

¹³ Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12, 465-487.

¹⁴ See calschls.org/reports-data/dashboard/

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.¹⁵ CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

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

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

Self-Reported Grades

The CHKS asks students to indicate what grades they received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception.

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2019-21 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 64 percent in 11th grade to 71 percent in 7th.¹⁶

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

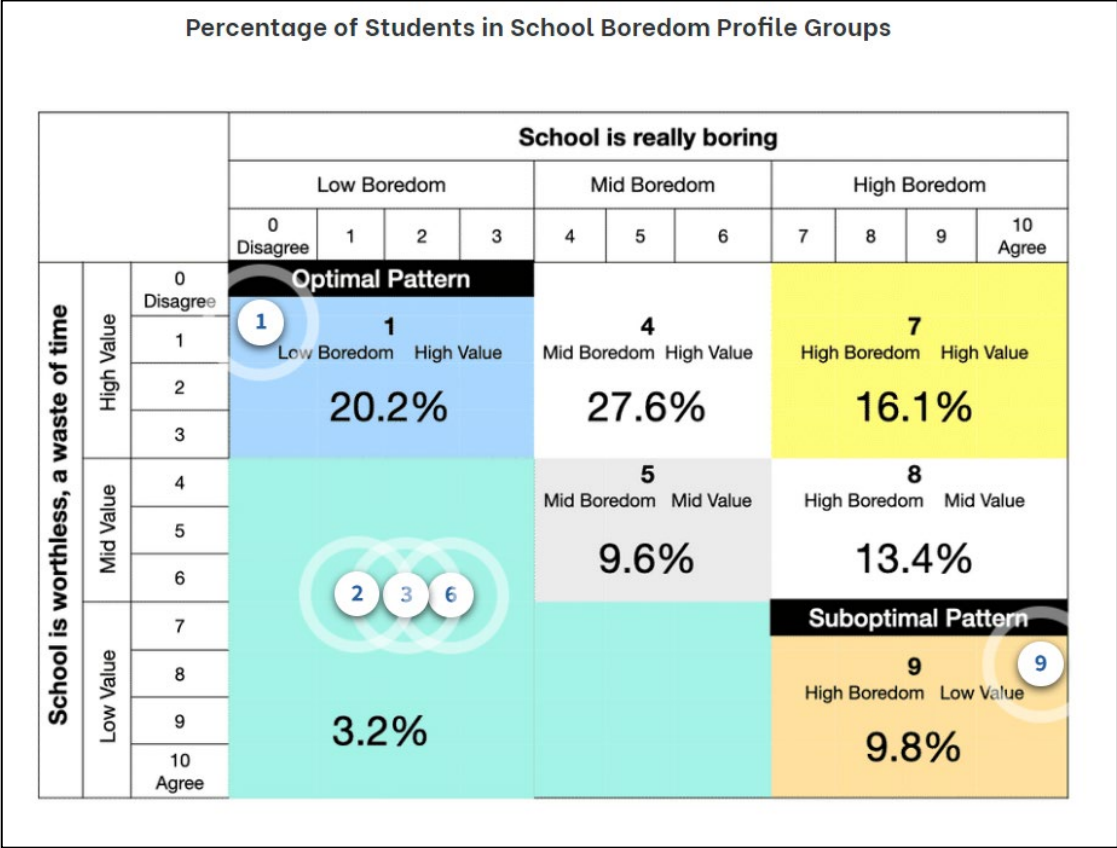
In addition, the supplementary School Climate Module includes an Academic Mindset and Learning Engagement scale and a series of questions about supports for learning and academic rigor.

¹⁵ Wang, M-T, & Eccles, J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 28, 12-23.

¹⁶ Download data.calschls.org/resources/Biennial_State_1921.pdf

School Boredom – School Value

Boredom is commonly experienced among secondary students, but its meaning and effects vary from student to student. Student boredom can be associated with specific subjects and academic tasks or it can be a pervasive response to school activities. Frequent boredom is associated with poor academic and mental health outcomes. Two CHKS questions ask about students’ school boredom (school is really boring) and how much they value their schooling experience (school is worthless and a waste of time). Combined, these two survey questions are used to identify School Boredom Mindset Profiles.^{17,18}



Students with high school boredom and low school-value, a suboptimal profile, report substantially poorer well-being than students with low boredom combined with elevated school-value, an optimal profile. Moreover, students with high school boredom and high school-value may be experiencing episodic or task-specific boredom, which requires different types of support than students who exhibit the suboptimal pattern. The percentage of students falling in each of these profile groups is presented in the CHKS report so that school personnel can monitor the boredom experiences of students to best address their academic and social emotional needs.

¹⁷ Furlong, M. J., Smith, D. C., Springer, T., & Dowdy, E. (2021). Bored with school! Bored with life? Well-being characteristics associated with a school boredom mindset. *Journal of Positive School Psychology*, 5(1), 42–64.
<https://www.covitalityucsb.info/ewExternalFiles/10.%20Furlong%20et%20al%20Boredom-JPSP.pdf>

¹⁸ See D. Michael Furlong’s RISE 360 School Boredom Resource to learn more about school boredom and how these two items are combined to identify School Boredom Mindset Profiles
https://rise.articulate.com/share/evs7SLqtz3xvWkgVnQjW6YNu1vFyRm6_#/

Absenteeism

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 2 or more days during the past 30 days) and what were the reasons for absences.

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

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

Developmental Supports

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

School Connectedness

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

School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students

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

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

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

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

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

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

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

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

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

agreeing to these scale questions declined from 62 percent in 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.²⁸ This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.^{29 30}

Parent Involvement

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

Facilities and Physical Environment

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.³³ Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.³⁴ These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.^{35 36 37}

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

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

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

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

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

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

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

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

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

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

Perceived Safety

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

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

Harassment and Victimization

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

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the 2017-19 State CHKS, with the percentages declining between 7th and 11th grades.⁴⁰ Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.⁴¹ ⁴² They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

Different forms of verbal harassment at school are assessed by asking students about: mean rumors or lies; sexual-related jokes, comments, or gestures; being made fun of because of looks or speech; and, more generally, being made fun of, insulted or called names. Physical victimization is assessed by questions about having been pushed/shoved, threatened with harm or injury (without or without weapon), and being afraid of being beaten up. Students are also asked whether they have ever been in a physical fight as a measure of general violence.

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

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

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

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

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

Alcohol and Other Drug Use at School (Section 9)

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

Cigarette Smoking (Section 10)

Students who report smoking cigarettes are significantly more likely than those who do not to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, students who smoke are also more likely to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.^{49 50}

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

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

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

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

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

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

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

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

MENTAL HEALTH (Section 7)

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

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

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

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

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

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

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