

CALIFORNIA HEALTHY KIDS SURVEY



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

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

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

The CalSCHLS Regional Centers offer data workshops and coaching to help identify local needs and develop action plans to meet those needs.

THE SURVEY

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

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

Core Module

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

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

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

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

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).

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 Climate Report Cards and Mental Health Reports

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

- A short, user-friendly, graphic **School Climate Report Card** that provides trends across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data/#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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CalSCHLS Director, WestEd

Tom Herman
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California Department of Education

Survey Module Administration

Table 1

CHKS Survey Modules Administered

| Survey Module | Administered |
|---|--------------|
| A. Core (Required) | X |
| B. Alcohol and Other Drugs (AOD) Module | |
| 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 | X |
| M. Physical Health & Nutrition Module | |
| N. Resilience & Youth Development Module | |
| O. Safety & Violence Module | |
| P. School Climate Module | X |
| 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 9 | Grade 10 | Grade 11 | Grade 12 |
|-----------------------------------|---------|----------|----------|----------|
| <i>Student Sample Size</i> | | | | |
| Target sample | 259 | 255 | 254 | 265 |
| Final number | 235 | 231 | 213 | 225 |
| Response Rate | 91% | 91% | 84% | 85% |

Table A1.2

Number of Respondents by Instructional Model

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-------------------------|---------|----------|----------|----------|
| In-school learning only | 233 | 230 | 211 | 225 |
| Remote learning only | 2 | 1 | 2 | 0 |

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % | Table |
|--|--------------|---------------|---------------|---------------|-------|
| School Engagement and Supports | | | | | |
| School connectedness ^{†#} (<i>In-School Only</i>) | 68 | 64 | 67 | 69 | A6.4 |
| School connectedness ^{†ψ} (<i>Remote Only</i>) | | | | | A6.4 |
| Academic motivation [†] | 70 | 66 | 70 | 65 | A6.4 |
| School is really boring [±] | 39 | 44 | 38 | 31 | A6.11 |
| School is worthless and a waste of time [±] | 12 | 13 | 11 | 13 | A6.11 |
| Monthly Absences (3 or more) | 9 | 10 | 16 | 14 | A6.2 |
| Maintaining focus on schoolwork ^{†Γ} | 36 | 26 | 23 | 36 | A6.10 |
| Caring adult relationships [‡] | 63 | 60 | 68 | 69 | A6.4 |
| High expectations-adults in school [‡] | 76 | 71 | 76 | 80 | A6.4 |
| Meaningful participation [‡] | 31 | 27 | 34 | 32 | A6.4 |
| Facilities upkeep ^{†Φ} | 67 | 70 | 78 | 83 | A6.15 |
| Promotion of parental involvement in school [†] | 57 | 52 | 58 | 52 | A6.4 |
| School Safety and Cyberbullying | | | | | |
| School perceived as very safe or safe ^Φ | 79 | 75 | 77 | 82 | A8.1 |
| Experienced any harassment or bullying [§] | 30 | 33 | 28 | 25 | A8.2 |
| Had mean rumors or lies spread about you [§] | 29 | 29 | 29 | 24 | A8.3 |
| Been afraid of being beaten up ^{§Φ} | 10 | 6 | 5 | 6 | A8.3 |
| Been in a physical fight ^{§Φ} | 5 | 3 | 2 | 3 | A8.4 |
| Seen a weapon on campus ^{§Φ} | 6 | 5 | 2 | 3 | A8.6 |
| Cyberbullying [§] | 25 | 26 | 21 | 18 | A8.3 |

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

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

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

^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 9 % | Grade 10 % | Grade 11 % | Grade 12 % | Table |
|--|--------------|---------------|---------------|---------------|-------|
| Substance Use | | | | | |
| Current alcohol or drug use [¶] | 5 | 14 | 20 | 29 | A9.5 |
| Current marijuana use [¶] | 1 | 8 | 11 | 15 | A9.5 |
| Current binge drinking [¶] | 2 | 8 | 9 | 13 | A9.5 |
| Very drunk or “high” 7 or more times, ever | 1 | 7 | 10 | 16 | A9.7 |
| Been drunk or “high” on drugs at school, ever | 2 | 5 | 5 | 9 | A9.9 |
| Current cigarette smoking [¶] | 0 | 2 | 3 | 3 | A10.4 |
| Current vaping [¶] | 3 | 7 | 8 | 8 | A10.4 |
| Current tobacco vaping [¶] | 2 | 7 | 7 | 6 | A10.5 |
| Current marijuana vaping [¶] | 0 | 5 | 6 | 7 | A10.5 |
| Routines | | | | | |
| Eating of breakfast [‡] | 67 | 67 | 64 | 59 | A4.1 |
| Bedtime (at 12 am or later) | 17 | 27 | 29 | 32 | A4.2 |
| Learning from Home | | | | | |
| Average days worked on schoolwork (≥ 5) ^{¶δ} | | | | | A5.1 |
| Synchronous instruction (4 days or more) ^{¶δ} | | | | | A5.1 |
| Interest in schoolwork done from home ^{†δ} | | | | | A5.3 |
| Meaningful opportunities ^{‡δ} | | | | | A5.2 |
| Social and Emotional Health | | | | | |
| Social emotional distress [‡] | 23 | 30 | 35 | 29 | A7.5 |
| Experienced chronic sadness/hopelessness [§] | 26 | 35 | 37 | 36 | A7.1 |
| Considered suicide [§] | 13 | 12 | 12 | 11 | A7.2 |
| Optimism [‡] | 57 | 44 | 49 | 51 | A7.3 |
| Life satisfaction [‡] | 72 | 63 | 66 | 67 | 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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|-----------------------|--------------|---------------|---------------|---------------|
| In-School Model | 99 | 100 | 99 | 100 |
| Remote Learning Model | 1 | 0 | 1 | 0 |

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

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

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

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

Table A3.2

Gender of Sample

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|----------------|--------------|---------------|---------------|---------------|
| Male | 51 | 45 | 42 | 43 |
| Female | 46 | 52 | 54 | 51 |
| Nonbinary | 1 | 1 | 2 | 4 |
| Something else | 3 | 2 | 1 | 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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--------------------|--------------|---------------|---------------|---------------|
| Straight (not gay) | 77 | 72 | 76 | 75 |
| Lesbian or Gay | 4 | 2 | 2 | 3 |
| Bisexual | 7 | 12 | 7 | 9 |
| Something else | 3 | 3 | 4 | 4 |
| Not sure | 5 | 3 | 3 | 3 |
| Decline to respond | 4 | 8 | 8 | 6 |

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

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

Table A3.4
Gender Identity

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|-----------------------------------|--------------|---------------|---------------|---------------|
| No, I am not transgender | 92 | 93 | 92 | 91 |
| Yes, I am transgender | 2 | 3 | 2 | 2 |
| I am not sure if I am transgender | 2 | 1 | 1 | 3 |
| Decline to respond | 3 | 3 | 4 | 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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| American Indian or Alaska Native, non-Hispanic | 0 | 0 | 0 | 0 |
| Asian or Asian American, non-Hispanic | 5 | 5 | 4 | 2 |
| Black or African American, non-Hispanic | 1 | 1 | 0 | 1 |
| Hispanic or Latinx | 30 | 29 | 28 | 32 |
| Native Hawaiian or Pacific Islander, non-Hispanic | 0 | 0 | 1 | 0 |
| White, non-Hispanic | 55 | 54 | 52 | 50 |
| Multiracial, non-Hispanic | 6 | 8 | 11 | 15 |
| Something else, non-Hispanic | 3 | 3 | 3 | 0 |

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

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

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| A home with one or more parent or guardian | 98 | 95 | 99 | 95 |
| Other relative's home | 0 | 0 | 0 | 0 |
| A home with more than one family | 1 | 1 | 0 | 0 |
| Friend's home | 0 | 0 | 0 | 0 |
| Foster home, group care, or waiting placement | 0 | 0 | 0 | 0 |
| Hotel or motel | 0 | 0 | 0 | 0 |
| Shelter, car, campground, or other transitional or temporary housing | 0 | 0 | 0 | 1 |
| Other living arrangement | 0 | 2 | 0 | 3 |

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

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

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Did not finish high school | 3 | 3 | 5 | 4 |
| Graduated from high school | 3 | 7 | 5 | 4 |
| Attended college but did not complete four-year degree | 4 | 9 | 7 | 9 |
| Graduated from college | 83 | 73 | 78 | 80 |
| Don't know | 8 | 7 | 6 | 4 |

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

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

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|------------|--------------|---------------|---------------|---------------|
| English | 82 | 80 | 82 | 83 |
| Spanish | 15 | 16 | 15 | 14 |
| Mandarin | 0 | 1 | 0 | 0 |
| Cantonese | 0 | 0 | 0 | 0 |
| Taiwanese | 0 | 0 | 0 | 0 |
| Tagalog | 0 | 0 | 0 | 0 |
| Vietnamese | 0 | 1 | 0 | 0 |
| Korean | 0 | 0 | 0 | 0 |
| Arabic | 0 | 1 | 0 | 0 |
| Other | 2 | 0 | 2 | 2 |

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

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

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| How well do you... | | | | |
| understand English? | | | | |
| Very well | 88 | 87 | 89 | 95 |
| Well | 10 | 13 | 8 | 3 |
| Not well | 0 | 0 | 0 | 0 |
| Not at all | 2 | 0 | 3 | 3 |
| speak English? | | | | |
| Very well | 80 | 78 | 81 | 84 |
| Well | 12 | 18 | 16 | 14 |
| Not well | 5 | 4 | 0 | 0 |
| Not at all | 2 | 0 | 3 | 3 |
| read English? | | | | |
| Very well | 80 | 78 | 86 | 89 |
| Well | 15 | 20 | 11 | 8 |
| Not well | 2 | 2 | 0 | 0 |
| Not at all | 2 | 0 | 3 | 3 |
| write English? | | | | |
| Very well | 76 | 80 | 84 | 78 |
| Well | 22 | 16 | 11 | 19 |
| Not well | 0 | 4 | 3 | 0 |
| Not at all | 2 | 0 | 3 | 3 |
| English Language Proficiency Status | | | | |
| Proficient | 78 | 80 | 86 | 86 |
| Not proficient | 22 | 20 | 14 | 14 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| I do not attend my school's afterschool program | 73 | 62 | 76 | 84 |
| 1 day | 2 | 2 | 1 | 0 |
| 2 days | 4 | 6 | 3 | 5 |
| 3 days | 2 | 4 | 3 | 2 |
| 4 days | 5 | 5 | 4 | 1 |
| 5 days | 14 | 21 | 13 | 8 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|------------|--------------|---------------|---------------|---------------|
| No | 69 | 70 | 75 | 79 |
| Yes | 29 | 29 | 25 | 20 |
| Don't know | 2 | 1 | 0 | 1 |

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

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

4. Routines

Table A4.1

Eating of Breakfast

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|-----|--------------|---------------|---------------|---------------|
| No | 33 | 33 | 36 | 41 |
| Yes | 67 | 67 | 64 | 59 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Before 7:00 pm | 0 | 1 | 0 | 0 |
| 7:00-7:59 pm | 1 | 0 | 0 | 0 |
| 8:00-8:59 pm | 3 | 2 | 2 | 1 |
| 9:00-9:59 pm | 12 | 11 | 13 | 12 |
| 10:00-10:59 pm | 38 | 31 | 27 | 17 |
| 11:00-11:59 pm | 29 | 27 | 28 | 37 |
| 12:00-12:59 am | 10 | 11 | 17 | 19 |
| After 1:00 am | 7 | 16 | 12 | 14 |
| <i>Bedtime at 12 am or later</i> | 17 | 27 | 29 | 32 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Time spent on learning and completing schoolwork from home on the average weekday | | | | |
| Less than 1 hour | | | | |
| Between 1 and 2 hours | | | | |
| Between 2 and 3 hours | | | | |
| Between 3 and 4 hours | | | | |
| Between 4 and 5 hours | | | | |
| More than 5 hours | | | | |
| Number of days in the past week participating in an online class from home where your teacher talked to students | | | | |
| 0 days | | | | |
| 1 day | | | | |
| 2 days | | | | |
| 3 days | | | | |
| 4 days | | | | |
| 5 days | | | | |
| Number of weekdays participating in school from home for the entire school day | | | | |
| 0 days | | | | |
| 1 day | | | | |
| 2 days | | | | |
| 3 days | | | | |
| 4 days | | | | |
| 5 days | | | | |

Question HS/MS A.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 9 | Grade 10 | Grade 11 | Grade 12 |
|------------------|---------|----------|----------|----------|
| | % | % | % | % |
| Not at all true | | | | |
| A little true | | | | |
| Pretty much true | | | | |
| Very much true | | | | |

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

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|-------------|--------------|---------------|---------------|---------------|
| Mostly A's | 39 | 26 | 36 | 42 |
| A's and B's | 35 | 38 | 38 | 35 |
| Mostly B's | 10 | 10 | 9 | 8 |
| B's and C's | 9 | 17 | 12 | 9 |
| Mostly C's | 3 | 3 | 3 | 3 |
| C's and D's | 3 | 5 | 1 | 1 |
| Mostly D's | 0 | 1 | 1 | 0 |
| Mostly F's | 0 | 1 | 0 | 0 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| I did not miss any days of school in the past 30 days | 54 | 52 | 51 | 49 |
| 1 day | 23 | 26 | 20 | 24 |
| 2 days | 14 | 12 | 13 | 13 |
| 3 or more days | 9 | 10 | 16 | 14 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Does not apply; I didn't miss any school | 48 | 48 | 43 | 41 |
| Illness (feeling physically sick), including problems with breathing or your teeth | 34 | 36 | 41 | 41 |
| Were being bullied or mistreated at school <i>(In-School Only)</i> | 1 | 1 | 1 | 3 |
| Felt very sad, hopeless, anxious, stressed, or angry | 5 | 10 | 11 | 14 |
| Didn't get enough sleep | 7 | 8 | 12 | 14 |
| Didn't feel safe at school or going to and from school <i>(In-School Only)</i> | 0 | 0 | 2 | 1 |
| Had to take care of or help a family member or friend | 2 | 3 | 3 | 4 |
| Wanted to spend time with friends | 0 | 1 | 1 | 3 |
| Used alcohol or drugs | 0 | 0 | 1 | 1 |
| Were behind in schoolwork or weren't prepared for a test or class assignment | 4 | 7 | 8 | 10 |
| Were bored or uninterested in school | 3 | 3 | 7 | 8 |
| Had no transportation to school <i>(In-School Only)</i> | 0 | 2 | 2 | 1 |
| Other reason | 16 | 14 | 14 | 14 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % | Table |
|---|--------------|---------------|---------------|---------------|-------|
| Total school supports | 57 | 53 | 59 | 61 | |
| Caring adults in school [‡] | 63 | 60 | 68 | 69 | A6.5 |
| High expectations-adults in school [‡] | 76 | 71 | 76 | 80 | A6.6 |
| Meaningful participation at school [‡] | 31 | 27 | 34 | 32 | A6.7 |
| School connectedness ^{†#} <i>(In-School Only)</i> | 68 | 64 | 67 | 69 | A6.8 |
| School connectedness ^{†ψ} <i>(Remote Only)</i> | | | | | A6.8 |
| Academic motivation [†] | 70 | 66 | 70 | 65 | A6.9 |
| Promotion of parental involvement in school [†] | 57 | 52 | 58 | 52 | A6.13 |

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

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

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

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

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

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

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Caring adults in school | | | | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 63 | 60 | 68 | 69 |
| <i>There is a teacher or some other adult from my school... who really cares about me.</i> | | | | |
| Not at all true | 8 | 9 | 6 | 5 |
| A little true | 27 | 32 | 25 | 23 |
| Pretty much true | 38 | 40 | 40 | 37 |
| Very much true | 26 | 19 | 29 | 35 |
| <i>who notices when I’m not there.</i> | | | | |
| Not at all true | 14 | 15 | 7 | 14 |
| A little true | 30 | 32 | 33 | 26 |
| Pretty much true | 37 | 36 | 36 | 32 |
| Very much true | 19 | 17 | 24 | 28 |
| <i>who listens to me when I have something to say.</i> | | | | |
| Not at all true | 4 | 8 | 5 | 4 |
| A little true | 26 | 25 | 21 | 18 |
| Pretty much true | 42 | 41 | 44 | 40 |
| Very much true | 27 | 26 | 30 | 37 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| High expectations-adults in school | | | | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 76 | 71 | 76 | 80 |
| <i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i> | | | | |
| Not at all true | 5 | 9 | 7 | 5 |
| A little true | 23 | 24 | 19 | 19 |
| Pretty much true | 45 | 43 | 47 | 39 |
| Very much true | 27 | 24 | 27 | 37 |
| <i>who always wants me to do my best.</i> | | | | |
| Not at all true | 2 | 5 | 2 | 2 |
| A little true | 15 | 18 | 16 | 13 |
| Pretty much true | 41 | 41 | 47 | 39 |
| Very much true | 42 | 36 | 35 | 46 |
| <i>who believes that I will be a success.</i> | | | | |
| Not at all true | 4 | 8 | 8 | 4 |
| A little true | 23 | 23 | 19 | 16 |
| Pretty much true | 39 | 38 | 43 | 37 |
| Very much true | 34 | 31 | 30 | 43 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Meaningful participation at school | | | | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 31 | 27 | 34 | 32 |
| <i>At school/When I participate in school,...</i> | | | | |
| I do interesting activities. | | | | |
| Not at all true | 11 | 12 | 10 | 9 |
| A little true | 29 | 31 | 26 | 28 |
| Pretty much true | 42 | 33 | 38 | 34 |
| Very much true | 18 | 25 | 26 | 28 |
| I help decide things like class activities or rules. | | | | |
| Not at all true | 47 | 52 | 44 | 51 |
| A little true | 31 | 30 | 28 | 24 |
| Pretty much true | 17 | 14 | 17 | 16 |
| Very much true | 4 | 4 | 11 | 9 |
| I do things that make a difference. | | | | |
| Not at all true | 26 | 30 | 26 | 30 |
| A little true | 40 | 42 | 38 | 33 |
| Pretty much true | 26 | 23 | 24 | 22 |
| Very much true | 8 | 6 | 12 | 15 |
| I have a say in how things work. | | | | |
| Not at all true | 42 | 45 | 43 | 48 |
| A little true | 31 | 36 | 31 | 31 |
| Pretty much true | 20 | 15 | 19 | 11 |
| Very much true | 7 | 3 | 8 | 10 |
| I help decide school activities or rules. | | | | |
| Not at all true | 64 | 69 | 56 | 67 |
| A little true | 24 | 19 | 27 | 18 |
| Pretty much true | 9 | 8 | 11 | 7 |
| Very much true | 3 | 3 | 6 | 8 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| School connectedness[#] (<i>In-School Only</i>) | | | | |
| <i>Average reporting “Agree” or “Strongly agree”</i> | 68 | 64 | 67 | 69 |
| School connectedness^ψ (<i>Remote Only</i>) | | | | |
| <i>Average reporting “Agree” or “Strongly agree”</i> | | | | |
| I feel close to people at/from this school. | | | | |
| Strongly disagree | 3 | 3 | 5 | 3 |
| Disagree | 5 | 7 | 7 | 14 |
| Neither disagree nor agree | 22 | 24 | 22 | 15 |
| Agree | 48 | 50 | 39 | 49 |
| Strongly agree | 23 | 17 | 26 | 19 |
| I am happy with/to be at this school. | | | | |
| Strongly disagree | 3 | 5 | 3 | 4 |
| Disagree | 7 | 8 | 6 | 9 |
| Neither disagree nor agree | 25 | 25 | 25 | 23 |
| Agree | 50 | 48 | 46 | 48 |
| Strongly agree | 15 | 14 | 19 | 16 |
| I feel like I am part of this school. | | | | |
| Strongly disagree | 2 | 7 | 5 | 5 |
| Disagree | 8 | 8 | 12 | 9 |
| Neither disagree nor agree | 32 | 33 | 27 | 29 |
| Agree | 47 | 38 | 40 | 42 |
| Strongly agree | 11 | 13 | 16 | 15 |

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.

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

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| The teachers at this school treat students fairly/The teachers treat students fairly. | | | | |
| Strongly disagree | 3 | 1 | 2 | 1 |
| Disagree | 4 | 4 | 7 | 2 |
| Neither disagree nor agree | 27 | 28 | 20 | 18 |
| Agree | 52 | 53 | 51 | 60 |
| Strongly agree | 14 | 13 | 19 | 19 |
| I feel safe in my school. <i>(In-School Only)</i> | | | | |
| Strongly disagree | 1 | 2 | 0 | 2 |
| Disagree | 2 | 3 | 2 | 2 |
| Neither disagree nor agree | 17 | 19 | 19 | 17 |
| Agree | 55 | 50 | 49 | 54 |
| Strongly agree | 25 | 27 | 29 | 24 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Academic motivation | | | | |
| <i>Average reporting “Agree” or “Strongly agree”</i> | 70 | 66 | 70 | 65 |
| I try hard to make sure that I am good at my schoolwork. | | | | |
| Strongly disagree | 1 | 1 | 0 | 1 |
| Disagree | 1 | 2 | 1 | 5 |
| Neither disagree nor agree | 11 | 13 | 13 | 11 |
| Agree | 51 | 51 | 44 | 47 |
| Strongly agree | 36 | 32 | 41 | 36 |
| I try hard on my schoolwork because I am interested in it. | | | | |
| Strongly disagree | 4 | 8 | 6 | 5 |
| Disagree | 18 | 23 | 18 | 22 |
| Neither disagree nor agree | 33 | 29 | 29 | 31 |
| Agree | 35 | 27 | 35 | 30 |
| Strongly agree | 10 | 13 | 13 | 13 |
| I work hard to try to understand new things when doing my schoolwork. | | | | |
| Strongly disagree | 1 | 3 | 2 | 2 |
| Disagree | 6 | 8 | 8 | 9 |
| Neither disagree nor agree | 24 | 24 | 20 | 25 |
| Agree | 49 | 46 | 47 | 43 |
| Strongly agree | 20 | 18 | 23 | 21 |
| I am always trying to do better in my schoolwork. | | | | |
| Strongly disagree | 1 | 2 | 1 | 1 |
| Disagree | 3 | 4 | 4 | 6 |
| Neither disagree nor agree | 19 | 19 | 19 | 22 |
| Agree | 45 | 51 | 46 | 47 |
| Strongly agree | 32 | 24 | 30 | 24 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| It is hard for me to stay focused when doing my schoolwork. | | | | |
| Strongly disagree | 5 | 7 | 3 | 9 |
| Disagree | 31 | 19 | 20 | 27 |
| Neither disagree nor agree | 25 | 27 | 26 | 24 |
| Agree | 26 | 31 | 35 | 26 |
| Strongly agree | 13 | 17 | 16 | 13 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| School is really boring. | | | | |
| High (7-10) | 39 | 44 | 38 | 31 |
| Medium (4-6) | 39 | 38 | 49 | 48 |
| Low (0-3) | 22 | 17 | 14 | 21 |
| School is worthless and a waste of time. | | | | |
| High (7-10) | 12 | 13 | 11 | 13 |
| Medium (4-6) | 21 | 24 | 26 | 25 |
| Low (0-3) | 66 | 64 | 63 | 62 |

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 - 9th Grade

| | | School is really boring (Grade 9) | | | | | | | | | | |
|---|------------------------|---|---|---|---|---|---|------------------------------|---|---|---|-------------------------|
| | | 0 Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 Strongly Agree |
| School is worthless and a waste of time | Strongly Disagree 0 | Low Boredom & High Value | | | Mid-Boredom & High Value | | | High Boredom & High Value | | | | |
| | 1 | 22% | | | 28% | | | 17% | | | | |
| | 2 | | | | | | | | | | | |
| | 3 | | | | | | | | | | | |
| | 4 | Low Boredom & Mid-Value [̄] | | | Mid-Boredom & Mid-Value | | | High Boredom & Mid-Value | | | | |
| | 5 | | | | 8% | | | 12% | | | | |
| | 6 | | | | | | | | | | | |
| | 7 | | | | | | | | | | | |
| | 8 | Low Boredom & Low Value [̄] | | | Mid-Boredom & Low Value [̄] | | | High Boredom & Low Value | | | | |
| | 9 | | | | | | | 10% | | | | |
| 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 - 10th Grade

| | | School is really boring (Grade 10) | | | | | | | | | | |
|---|------------------------|---|---|---|---|---|---|------------------------------|---|---|---|-------------------------|
| | | 0 Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 Strongly Agree |
| School is worthless and a waste of time | Strongly Disagree 0 | Low Boredom & High Value | | | Mid-Boredom & High Value | | | High Boredom & High Value | | | | |
| | 1 | 15% | | | 30% | | | 18% | | | | |
| | 2 | | | | | | | | | | | |
| | 3 | | | | | | | | | | | |
| | 4 | Low Boredom & Mid-Value [̄] | | | Mid-Boredom & Mid-Value | | | High Boredom & Mid-Value | | | | |
| | 5 | | | | 7% | | | 14% | | | | |
| | 6 | | | | | | | | | | | |
| | 7 | | | | | | | | | | | |
| | 8 | Low Boredom & Low Value [̄] | | | Mid-Boredom & Low Value [̄] | | | High Boredom & Low Value | | | | |
| | 9 | | | | | | | 12% | | | | |
| 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 - 11th Grade

| | | School is really boring (Grade 11) | | | | | | | | | | |
|---|---------------------------|---|---|---|---|---|---|------------------------------|---|---|---|-------------------------|
| | | 0 Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 Strongly Agree |
| School is worthless and a waste of time | Strongly Disagree 0 | Low Boredom & High Value | | | Mid-Boredom & High Value | | | High Boredom & High Value | | | | |
| | 1 | 13% | | | 34% | | | 15% | | | | |
| | 2 | | | | | | | | | | | |
| | 3 | | | | | | | | | | | |
| | 4 | Low Boredom & Mid-Value [̄] | | | Mid-Boredom & Mid-Value | | | High Boredom & Mid-Value | | | | |
| | 5 | | | | 11% | | | 14% | | | | |
| | 6 | | | | | | | | | | | |
| | 7 | | | | | | | | | | | |
| | 8 | Low Boredom & Low Value [̄] | | | Mid-Boredom & Low Value [̄] | | | High Boredom & Low Value | | | | |
| | 9 | | | | | | | 8% | | | | |
| | 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 A6.12D

Level of School Boredom and Value of School - 12th Grade

| | | School is really boring (Grade 12) | | | | | | | | | | |
|---|---------------------------|---|---|---|---|---|---|------------------------------|---|---|---|-------------------------|
| | | 0 Strongly Disagree | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 Strongly Agree |
| School is worthless and a waste of time | Strongly Disagree 0 | Low Boredom & High Value | | | Mid-Boredom & High Value | | | High Boredom & High Value | | | | |
| | 1 | 20% | | | 32% | | | 10% | | | | |
| | 2 | | | | | | | | | | | |
| | 3 | | | | | | | | | | | |
| | 4 | Low Boredom & Mid-Value [̄] | | | Mid-Boredom & Mid-Value | | | High Boredom & Mid-Value | | | | |
| | 5 | | | | 12% | | | 12% | | | | |
| | 6 | | | | | | | | | | | |
| | 7 | | | | | | | | | | | |
| | 8 | Low Boredom & Low Value [̄] | | | Mid-Boredom & Low Value [̄] | | | High Boredom & Low Value | | | | |
| | 9 | | | | | | | 9% | | | | |
| 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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Promotion of parental involvement in school | | | | |
| <i>Average reporting “Agree” or “Strongly agree”</i> | 57 | 52 | 58 | 52 |
| Teachers at this school communicate with parents about what students are expected to learn in class. | | | | |
| Strongly disagree | 2 | 2 | 2 | 3 |
| Disagree | 4 | 10 | 10 | 6 |
| Neither disagree nor agree | 31 | 32 | 25 | 32 |
| Agree | 49 | 47 | 50 | 44 |
| Strongly agree | 14 | 8 | 12 | 14 |
| Parents feel welcome to participate at this school. | | | | |
| Strongly disagree | 2 | 2 | 2 | 2 |
| Disagree | 4 | 8 | 3 | 9 |
| Neither disagree nor agree | 35 | 38 | 36 | 40 |
| Agree | 48 | 41 | 46 | 35 |
| Strongly agree | 12 | 11 | 13 | 14 |
| School staff take parent concerns seriously. | | | | |
| Strongly disagree | 4 | 5 | 7 | 6 |
| Disagree | 8 | 10 | 12 | 6 |
| Neither disagree nor agree | 40 | 37 | 30 | 38 |
| Agree | 36 | 40 | 38 | 37 |
| Strongly agree | 12 | 9 | 14 | 12 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| A teacher or some other adult from my school checks on how I am feeling. | | | | |
| Not at all true | 22 | 26 | 21 | 22 |
| A little true | 35 | 31 | 30 | 28 |
| Pretty much true | 28 | 27 | 28 | 24 |
| Very much true | 15 | 16 | 21 | 26 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| My school is usually clean and tidy. | | | | |
| Strongly disagree | 0 | 4 | 1 | 0 |
| Disagree | 7 | 8 | 2 | 5 |
| Neither disagree nor agree | 25 | 18 | 18 | 12 |
| Agree | 56 | 54 | 55 | 60 |
| Strongly agree | 11 | 16 | 23 | 22 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|-----|--------------|---------------|---------------|---------------|
| No | 74 | 65 | 63 | 64 |
| Yes | 26 | 35 | 37 | 36 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|-----|--------------|---------------|---------------|---------------|
| No | 87 | 88 | 88 | 89 |
| Yes | 13 | 12 | 12 | 11 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Optimism | | | | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 57 | 44 | 49 | 51 |
| Each day I look forward to having a lot of fun. | | | | |
| Not at all true | 16 | 16 | 14 | 17 |
| A little true | 29 | 40 | 37 | 38 |
| Pretty much true | 38 | 25 | 32 | 30 |
| Very much true | 18 | 19 | 16 | 15 |
| I usually expect to have a good day. | | | | |
| Not at all true | 16 | 20 | 19 | 20 |
| A little true | 27 | 37 | 33 | 26 |
| Pretty much true | 40 | 25 | 35 | 39 |
| Very much true | 16 | 18 | 13 | 15 |
| Overall, I expect more good things to happen to me than bad things. | | | | |
| Not at all true | 14 | 19 | 20 | 20 |
| A little true | 26 | 35 | 29 | 24 |
| Pretty much true | 39 | 23 | 32 | 37 |
| Very much true | 20 | 23 | 19 | 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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Life satisfaction | | | | |
| <i>Average reporting “Satisfied” or “Very satisfied”</i> | 72 | 63 | 66 | 67 |
| <i>I would describe my satisfaction with...</i> | | | | |
| my family life as... | | | | |
| Very dissatisfied | 2 | 5 | 5 | 3 |
| Dissatisfied | 3 | 5 | 4 | 6 |
| A little dissatisfied | 3 | 7 | 8 | 8 |
| A little satisfied | 11 | 9 | 13 | 13 |
| Satisfied | 41 | 32 | 38 | 36 |
| Very satisfied | 39 | 41 | 33 | 33 |
| my friendships as... | | | | |
| Very dissatisfied | 3 | 2 | 3 | 2 |
| Dissatisfied | 3 | 1 | 4 | 3 |
| A little dissatisfied | 7 | 7 | 7 | 4 |
| A little satisfied | 14 | 19 | 15 | 16 |
| Satisfied | 41 | 38 | 41 | 39 |
| Very satisfied | 34 | 32 | 31 | 36 |
| my school experience as... | | | | |
| Very dissatisfied | 5 | 3 | 6 | 3 |
| Dissatisfied | 3 | 10 | 7 | 8 |
| A little dissatisfied | 13 | 15 | 14 | 13 |
| A little satisfied | 23 | 33 | 28 | 28 |
| Satisfied | 43 | 25 | 32 | 39 |
| Very satisfied | 12 | 14 | 13 | 9 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| <i>I would describe my satisfaction with...</i> | | | | |
| myself as... | | | | |
| Very dissatisfied | 5 | 9 | 6 | 3 |
| Dissatisfied | 7 | 7 | 8 | 9 |
| A little dissatisfied | 10 | 15 | 11 | 12 |
| A little satisfied | 16 | 19 | 13 | 15 |
| Satisfied | 38 | 25 | 38 | 38 |
| Very satisfied | 24 | 24 | 24 | 23 |
| where I live as... | | | | |
| Very dissatisfied | 1 | 2 | 2 | 2 |
| Dissatisfied | 2 | 2 | 2 | 3 |
| A little dissatisfied | 4 | 5 | 4 | 6 |
| A little satisfied | 8 | 9 | 10 | 9 |
| Satisfied | 30 | 32 | 38 | 32 |
| Very satisfied | 54 | 50 | 45 | 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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Social emotional distress | | | | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 23 | 30 | 35 | 29 |
| I had a hard time relaxing. | | | | |
| Not at all true | 36 | 30 | 32 | 33 |
| A little true | 41 | 38 | 31 | 34 |
| Pretty much true | 11 | 20 | 22 | 23 |
| Very much true | 12 | 12 | 15 | 10 |
| I felt sad and down. | | | | |
| Not at all true | 46 | 33 | 33 | 35 |
| A little true | 29 | 32 | 27 | 33 |
| Pretty much true | 15 | 23 | 23 | 18 |
| Very much true | 10 | 12 | 17 | 13 |
| I was easily irritated. | | | | |
| Not at all true | 31 | 28 | 27 | 28 |
| A little true | 36 | 28 | 26 | 33 |
| Pretty much true | 18 | 24 | 27 | 18 |
| Very much true | 15 | 19 | 21 | 20 |
| It was hard for me to cope and I thought I would panic. | | | | |
| Not at all true | 62 | 56 | 51 | 59 |
| A little true | 20 | 20 | 25 | 20 |
| Pretty much true | 7 | 13 | 11 | 14 |
| Very much true | 11 | 10 | 14 | 7 |
| It was hard for me to get excited about anything. | | | | |
| Not at all true | 60 | 54 | 49 | 57 |
| A little true | 20 | 30 | 26 | 24 |
| Pretty much true | 12 | 9 | 13 | 11 |
| Very much true | 8 | 7 | 12 | 9 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|-------------------------|--------------|---------------|---------------|---------------|
| Very safe | 25 | 32 | 30 | 30 |
| Safe | 54 | 42 | 47 | 52 |
| Neither safe nor unsafe | 18 | 23 | 21 | 16 |
| Unsafe | 3 | 1 | 1 | 2 |
| Very unsafe | 0 | 1 | 1 | 1 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Race, ethnicity, or national origin | | | | |
| 0 times | 89 | 88 | 89 | 92 |
| 1 time | 6 | 5 | 5 | 3 |
| 2 or more times | 5 | 7 | 7 | 5 |
| Religion | | | | |
| 0 times | 95 | 93 | 95 | 93 |
| 1 time | 4 | 3 | 2 | 4 |
| 2 or more times | 1 | 3 | 3 | 3 |
| Gender | | | | |
| 0 times | 93 | 92 | 93 | 90 |
| 1 time | 1 | 3 | 3 | 4 |
| 2 or more times | 5 | 5 | 5 | 6 |
| Because you are gay, lesbian, or bisexual or someone thought you were | | | | |
| 0 times | 94 | 91 | 95 | 92 |
| 1 time | 2 | 4 | 3 | 3 |
| 2 or more times | 4 | 5 | 2 | 5 |
| A physical or mental disability | | | | |
| 0 times | 93 | 92 | 94 | 95 |
| 1 time | 2 | 4 | 2 | 1 |
| 2 or more times | 5 | 4 | 4 | 4 |
| Any of the above five reasons | 24 | 26 | 21 | 20 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| You are an immigrant or someone thought you were | | | | |
| 0 times | 98 | 96 | 99 | 98 |
| 1 time | 1 | 1 | 0 | 2 |
| 2 or more times | 1 | 3 | 1 | 1 |
| Any other reason | | | | |
| 0 times | 82 | 81 | 88 | 90 |
| 1 time | 6 | 4 | 4 | 4 |
| 2 or more times | 12 | 15 | 8 | 7 |
| Any harassment | 30 | 33 | 28 | 25 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| School violence victimization (<i>In-School Only</i>) | | | | |
| Average reporting “1 or more times” | 22 | 21 | 18 | 17 |
| <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 | 88 | 94 | 91 | 90 |
| 1 time | 6 | 4 | 4 | 5 |
| 2 to 3 times | 4 | 2 | 3 | 3 |
| 4 or more times | 2 | 0 | 3 | 3 |
| been afraid of being beaten up? (<i>In-School Only</i>) | | | | |
| 0 times | 90 | 94 | 95 | 94 |
| 1 time | 7 | 4 | 3 | 4 |
| 2 to 3 times | 2 | 1 | 1 | 2 |
| 4 or more times | 1 | 1 | 1 | 1 |
| <i>During the past 12 months, how many times have you...</i> | | | | |
| had mean rumors or lies spread about you? | | | | |
| 0 times | 71 | 71 | 71 | 76 |
| 1 time | 13 | 10 | 12 | 9 |
| 2 to 3 times | 8 | 11 | 9 | 8 |
| 4 or more times | 7 | 8 | 9 | 7 |
| had sexual jokes, comments, or gestures made to you? | | | | |
| 0 times | 73 | 71 | 77 | 73 |
| 1 time | 12 | 9 | 9 | 10 |
| 2 to 3 times | 9 | 5 | 9 | 8 |
| 4 or more times | 7 | 15 | 5 | 9 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| <i>During the past 12 months, how many times on school property have you/did students from your school... had your property stolen or deliberately damaged? (In-School Only)</i> | | | | |
| 0 times | 85 | 89 | 94 | 91 |
| 1 time | 10 | 6 | 2 | 6 |
| 2 to 3 times | 4 | 3 | 1 | 1 |
| 4 or more times | 1 | 2 | 3 | 2 |
| <i>been made fun of because of your looks or the way you talk?</i> | | | | |
| 0 times | 68 | 67 | 76 | 79 |
| 1 time | 16 | 13 | 6 | 9 |
| 2 to 3 times | 6 | 11 | 10 | 7 |
| 4 or more times | 10 | 8 | 8 | 6 |
| <i>been made fun of, insulted, or called names?</i> | | | | |
| 0 times | 74 | 73 | 76 | 80 |
| 1 time | 11 | 6 | 7 | 9 |
| 2 to 3 times | 5 | 11 | 9 | 5 |
| 4 or more times | 11 | 10 | 8 | 7 |
| <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) | 75 | 74 | 79 | 82 |
| 1 time | 9 | 7 | 9 | 7 |
| 2 to 3 times | 9 | 12 | 7 | 5 |
| 4 or more times | 8 | 7 | 5 | 6 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| School violence perpetration | | | | |
| <i>Average reporting “1 or more times”</i> | 4 | 5 | 4 | 4 |
| <i>During the past 12 months, how many times on school property have you...</i> | | | | |
| been in a physical fight? | | | | |
| 0 times | 95 | 97 | 98 | 97 |
| 1 time | 3 | 1 | 1 | 2 |
| 2 to 3 times | 1 | 0 | 1 | 1 |
| 4 or more times | 1 | 1 | 1 | 1 |
| been offered, sold, or given an illegal drug? | | | | |
| 0 times | 91 | 85 | 89 | 88 |
| 1 time | 4 | 7 | 7 | 7 |
| 2 to 3 times | 3 | 3 | 1 | 4 |
| 4 or more times | 2 | 5 | 3 | 2 |
| damaged school property on purpose? | | | | |
| 0 times | 99 | 97 | 95 | 97 |
| 1 time | 1 | 1 | 3 | 2 |
| 2 to 3 times | 0 | 0 | 1 | 1 |
| 4 or more times | 0 | 2 | 1 | 1 |
| carried a gun? | | | | |
| 0 times | 100 | 100 | 99 | 100 |
| 1 time | 0 | 0 | 0 | 0 |
| 2 to 3 times | 0 | 0 | 0 | 0 |
| 4 or more times | 0 | 0 | 1 | 0 |
| carried any other weapon (such as a knife or club)? | | | | |
| 0 times | 97 | 98 | 98 | 99 |
| 1 time | 2 | 2 | 1 | 0 |
| 2 to 3 times | 0 | 0 | 0 | 1 |
| 4 or more times | 0 | 0 | 1 | 0 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| <i>During the past 12 months, how many times on school property have you...</i> | | | | |
| been threatened with harm or injury? | | | | |
| 0 times | 94 | 96 | 95 | 97 |
| 1 time | 4 | 3 | 3 | 2 |
| 2 to 3 times | 2 | 1 | 1 | 1 |
| 4 or more times | 1 | 0 | 1 | 1 |
| been threatened or injured with a weapon (gun, knife, club, etc.)? | | | | |
| 0 times | 97 | 99 | 99 | 99 |
| 1 time | 1 | 1 | 0 | 0 |
| 2 to 3 times | 1 | 0 | 0 | 0 |
| 4 or more times | 0 | 0 | 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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| <i>During the past 12 months, how many times on school property have you...</i> | | | | |
| seen someone carrying a gun, knife, or other weapon? | | | | |
| 0 times | 94 | 95 | 98 | 97 |
| 1 time | 4 | 1 | 0 | 2 |
| 2 to 3 times | 2 | 2 | 1 | 1 |
| 4 or more times | 0 | 1 | 2 | 1 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % | Table |
|--|--------------|---------------|---------------|---------------|-------|
| Lifetime illicit AOD use to get “high” [^] | 15 | 33 | 38 | 46 | A9.2 |
| Lifetime alcohol or drug use | 16 | 33 | 38 | 46 | A9.2 |
| Lifetime marijuana use | 3 | 12 | 17 | 25 | A9.2 |
| Lifetime very drunk or high (7 or more times) | 1 | 7 | 10 | 16 | A9.7 |
| Current alcohol or drug use [¶] | 5 | 14 | 20 | 29 | A9.5 |
| Current marijuana use [¶] | 1 | 8 | 11 | 15 | A9.5 |
| Current heavy drug use [¶] | 1 | 3 | 8 | 9 | A9.5 |
| Current heavy alcohol use (binge drinking) [¶] | 2 | 8 | 9 | 13 | A9.5 |
| Current alcohol or drug use on school property ^{¶Φ} | 1 | 2 | 4 | 4 | A9.8 |
| Harmfulness of occasional marijuana use ^B | 32 | 30 | 32 | 23 | A9.11 |
| Difficulty of obtaining marijuana ^C | 13 | 10 | 10 | 5 | A9.12 |

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

[^]Excludes prescription pain medication.

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Alcohol | 13 | 29 | 36 | 44 |
| Marijuana | 3 | 12 | 17 | 25 |
| Inhalants | 2 | 1 | 3 | 1 |
| Cocaine, methamphetamine, or any amphetamines | 0 | 0 | 0 | 1 |
| Ecstasy, LSD, or other psychedelics | 0 | 1 | 4 | 5 |
| Prescription pain medication (opioids) | 3 | 4 | 2 | 3 |
| Cold/cough medicines or other over-the-counter medicines to get “high” | 3 | 4 | 2 | 2 |
| Any other drug, pill, or medicine to get “high” | 1 | 3 | 1 | 2 |
| Any of the above AOD use | 16 | 33 | 38 | 46 |
| Any illicit AOD use to get “high”[^] | 15 | 33 | 38 | 46 |

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

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

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Alcohol (one full drink) | | | | |
| 0 times | 87 | 71 | 64 | 56 |
| 1 time | 4 | 8 | 4 | 5 |
| 2 to 3 times | 6 | 8 | 7 | 10 |
| 4 or more times | 3 | 13 | 25 | 29 |
| Marijuana (smoke, vape, eat, or drink) | | | | |
| 0 times | 97 | 88 | 83 | 75 |
| 1 time | 1 | 2 | 3 | 5 |
| 2 to 3 times | 0 | 2 | 3 | 0 |
| 4 or more times | 1 | 8 | 12 | 19 |
| Inhalants | | | | |
| 0 times | 98 | 99 | 97 | 99 |
| 1 time | 1 | 0 | 1 | 0 |
| 2 to 3 times | 0 | 0 | 0 | 0 |
| 4 or more times | 0 | 1 | 1 | 1 |
| Cocaine, methamphetamine, or any amphetamines | | | | |
| 0 times | 100 | 100 | 100 | 99 |
| 1 time | 0 | 0 | 0 | 0 |
| 2 to 3 times | 0 | 0 | 0 | 0 |
| 4 or more times | 0 | 0 | 0 | 0 |
| Ecstasy, LSD, or other psychedelics | | | | |
| 0 times | 100 | 99 | 96 | 95 |
| 1 time | 0 | 0 | 2 | 2 |
| 2 to 3 times | 0 | 1 | 1 | 1 |
| 4 or more times | 0 | 0 | 0 | 1 |
| Prescription pain medication | | | | |
| 0 times | 97 | 96 | 98 | 97 |
| 1 time | 0 | 1 | 0 | 1 |
| 2 to 3 times | 1 | 1 | 1 | 1 |
| 4 or more times | 1 | 2 | 1 | 0 |

Question HS A.65-68, 70, 71/MS A.66-68: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).

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

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Cold/cough medicines or other over-the-counter medicines to get “high” | | | | |
| 0 times | 97 | 96 | 98 | 98 |
| 1 time | 1 | 0 | 1 | 0 |
| 2 to 3 times | 1 | 1 | 1 | 1 |
| 4 or more times | 1 | 3 | 1 | 1 |
| Any other drug, pill, or medicine to get “high” or for reasons other than medical | | | | |
| 0 times | 99 | 97 | 99 | 98 |
| 1 time | 0 | 0 | 0 | 0 |
| 2 to 3 times | 0 | 0 | 0 | 1 |
| 4 or more times | 0 | 2 | 1 | 1 |

Question HS A.72, 73/MS A.70: During your life, how many times have you used the following?... Cold/cough medicines or other over-the-counter medicines to get “high”... Any other drug, pill, or medicine to get “high” or for reasons other than medical.

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

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| During your life, how many times have you used marijuana in any of the following ways... | | | | |
| Smoke it? | | | | |
| 0 times | 98 | 91 | 84 | 80 |
| 1 time | 1 | 1 | 3 | 2 |
| 2 to 3 times | 0 | 2 | 4 | 2 |
| 4 or more times | 0 | 6 | 9 | 16 |
| In a vaping device? | | | | |
| 0 times | 98 | 90 | 86 | 81 |
| 1 time | 0 | 2 | 2 | 2 |
| 2 to 3 times | 0 | 0 | 2 | 0 |
| 4 or more times | 1 | 7 | 10 | 16 |
| Eat or drink it in products made with marijuana? | | | | |
| 0 times | 98 | 92 | 87 | 83 |
| 1 time | 0 | 1 | 1 | 4 |
| 2 to 3 times | 1 | 2 | 7 | 3 |
| 4 or more times | 0 | 4 | 5 | 10 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Alcohol (one or more drinks of alcohol) | 4 | 11 | 18 | 26 |
| Binge drinking (5 or more drinks in a row) | 2 | 8 | 9 | 13 |
| Marijuana (smoke, vape, eat, or drink) | 1 | 8 | 11 | 15 |
| Inhalants | 0 | 0 | 0 | 0 |
| Prescription drugs to get “high” or for reasons other than prescribed | 0 | 0 | 1 | 0 |
| Other drug, pill, or medicine to get “high” or for reasons other than medical | 1 | 0 | 1 | 1 |
| <i>Any drug use</i> | 2 | 8 | 11 | 15 |
| <i>Heavy drug use</i> | 1 | 3 | 8 | 9 |
| <i>Any AOD Use</i> | 5 | 14 | 20 | 29 |
| Two or more substances at the same time | 1 | 3 | 6 | 9 |

Question HS A.83-89/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”)?... prescription drugs to get “high” or for reasons other than prescribed?... any other drug, pill, or medicine to get “high” or for reasons other than medical?... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

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

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Alcohol (one or more drinks) | | | | |
| 0 days | 96 | 89 | 82 | 74 |
| 1 or 2 days | 3 | 7 | 11 | 15 |
| 3 to 9 days | 1 | 4 | 6 | 10 |
| 10 to 19 days | 0 | 0 | 1 | 1 |
| 20 to 30 days | 0 | 0 | 1 | 0 |
| Binge drinking (5 or more drinks in a row) | | | | |
| 0 days | 98 | 92 | 91 | 87 |
| 1 or 2 days | 1 | 5 | 3 | 4 |
| 3 to 9 days | 0 | 3 | 6 | 7 |
| 10 to 19 days | 0 | 0 | 0 | 1 |
| 20 to 30 days | 0 | 0 | 1 | 0 |
| Marijuana (smoke, vape, eat, or drink) | | | | |
| 0 days | 99 | 92 | 89 | 85 |
| 1 or 2 days | 0 | 5 | 3 | 6 |
| 3 to 9 days | 0 | 1 | 3 | 2 |
| 10 to 19 days | 0 | 1 | 2 | 2 |
| 20 to 30 days | 0 | 1 | 3 | 4 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Very drunk or sick after drinking alcohol | | | | |
| 0 times | 96 | 86 | 80 | 72 |
| 1 to 2 times | 2 | 8 | 11 | 12 |
| 3 to 6 times | 1 | 4 | 6 | 6 |
| 7 or more times | 0 | 2 | 4 | 10 |
| “High” (loaded, stoned, or wasted) from using drugs | | | | |
| 0 times | 97 | 90 | 84 | 80 |
| 1 to 2 times | 1 | 3 | 4 | 3 |
| 3 to 6 times | 0 | 1 | 4 | 4 |
| 7 or more times | 1 | 5 | 9 | 13 |
| <i>Very drunk or “high” 7 or more times</i> | 1 | 7 | 10 | 16 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Alcohol | | | | |
| 0 days | 100 | 100 | 97 | 99 |
| 1 to 2 days | 0 | 0 | 1 | 1 |
| 3 or more days | 0 | 0 | 2 | 0 |
| Marijuana (smoke, vape, eat, or drink) | | | | |
| 0 days | 99 | 98 | 98 | 97 |
| 1 to 2 days | 0 | 1 | 1 | 0 |
| 3 or more days | 0 | 1 | 1 | 2 |
| Any other drug, pill, or medicine to get “high” or for reasons other than medical | | | | |
| 0 days | 100 | 100 | 99 | 100 |
| 1 to 2 days | 0 | 0 | 1 | 0 |
| 3 or more days | 0 | 0 | 0 | 0 |
| Any of the above | 1 | 2 | 4 | 4 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|-----------------|--------------|---------------|---------------|---------------|
| 0 times | 98 | 95 | 96 | 91 |
| 1 to 2 times | 1 | 3 | 2 | 2 |
| 3 to 6 times | 0 | 1 | 2 | 1 |
| 7 or more times | 0 | 0 | 1 | 5 |

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
Cessation Attempts

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---------------------------|--------------|---------------|---------------|---------------|
| Alcohol | | | | |
| Does not apply, don't use | 96 | 87 | 82 | 79 |
| 0 times | 3 | 10 | 16 | 18 |
| 1 time | 0 | 2 | 2 | 3 |
| 2 to 3 times | 0 | 1 | 1 | 0 |
| 4 or more times | 0 | 0 | 0 | 0 |
| Marijuana | | | | |
| Does not apply, don't use | 99 | 93 | 86 | 84 |
| 0 times | 0 | 4 | 8 | 8 |
| 1 time | 0 | 1 | 2 | 6 |
| 2 to 3 times | 1 | 0 | 4 | 3 |
| 4 or more times | 0 | 1 | 0 | 1 |

Question HS A.65, 66, 111, 112: 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)... How many times have you tried to quit or stop using... alcohol?... marijuana?

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

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

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Alcohol - drink occasionally | | | | |
| Great | 25 | 23 | 26 | 20 |
| Moderate | 25 | 26 | 18 | 16 |
| Slight | 26 | 30 | 37 | 40 |
| None | 24 | 21 | 18 | 23 |
| Alcohol - 5 or more drinks once or twice a week | | | | |
| Great | 46 | 51 | 54 | 43 |
| Moderate | 27 | 26 | 27 | 33 |
| Slight | 12 | 10 | 11 | 11 |
| None | 14 | 13 | 8 | 13 |
| Marijuana - use occasionally | | | | |
| Great | 32 | 30 | 32 | 23 |
| Moderate | 30 | 31 | 22 | 26 |
| Slight | 21 | 20 | 32 | 27 |
| None | 17 | 19 | 15 | 24 |
| Marijuana - use daily | | | | |
| Great | 64 | 59 | 60 | 51 |
| Moderate | 19 | 19 | 21 | 21 |
| Slight | 2 | 9 | 10 | 16 |
| None | 14 | 13 | 9 | 12 |

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Alcohol | | | | |
| Very difficult | 10 | 9 | 9 | 6 |
| Fairly difficult | 7 | 8 | 5 | 6 |
| Fairly easy | 23 | 21 | 23 | 16 |
| Very easy | 26 | 36 | 42 | 48 |
| Don't know | 34 | 26 | 22 | 24 |
| Marijuana | | | | |
| Very difficult | 13 | 10 | 10 | 5 |
| Fairly difficult | 10 | 9 | 9 | 10 |
| Fairly easy | 19 | 22 | 22 | 16 |
| Very easy | 19 | 26 | 34 | 37 |
| Don't know | 40 | 33 | 25 | 32 |
| Prescription drugs to get “high” or for reasons other than prescribed | | | | |
| Very difficult | 15 | 15 | 12 | 13 |
| Fairly difficult | 8 | 17 | 15 | 15 |
| Fairly easy | 17 | 13 | 16 | 12 |
| Very easy | 17 | 13 | 15 | 14 |
| Don't know | 42 | 43 | 42 | 46 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % | Table |
|--|--------------|---------------|---------------|---------------|--------|
| Use Prevalence and Patterns | | | | | |
| Ever smoked a whole cigarette | 1 | 8 | 7 | 13 | A10.2 |
| Current cigarette smoking [¶] | 0 | 2 | 3 | 3 | A10.4 |
| Current cigarette smoking at school ^{¶Φ} | 0 | 0 | 0 | 0 | A10.6 |
| Ever tried smokeless tobacco | 0 | 3 | 3 | 3 | A10.2 |
| Current smokeless tobacco use [¶] | 0 | 0 | 1 | 0 | A10.4 |
| Current smokeless tobacco use at school ^{¶Φ} | 0 | 0 | 1 | 0 | A10.6 |
| Ever used vape products | 5 | 15 | 20 | 20 | A10.2 |
| Current use of vape products [¶] | 3 | 7 | 8 | 8 | A10.4 |
| Current tobacco vaping [¶] | 2 | 7 | 7 | 6 | A10.5 |
| Current marijuana vaping [¶] | 0 | 5 | 6 | 7 | A10.5 |
| Current vaping at school ^{¶Φ} | 1 | 3 | 4 | 3 | A10.6 |
| Cessation Attempts | | | | | |
| Tried to quit smoking or vaping tobacco or nicotine | 4 | 6 | 6 | 8 | A10.8 |
| Attitudes and Correlates | | | | | |
| Harmfulness of occasional cigarette smoking ^B | 30 | 35 | 36 | 31 | A10.9 |
| Harmfulness of smoking 1 or more packs/day ^B | 67 | 73 | 80 | 76 | A10.9 |
| Harmfulness of vaping occasionally ^B | 34 | 34 | 40 | 31 | A10.10 |
| Harmfulness of vaping several times a day ^B | 70 | 75 | 85 | 74 | A10.10 |
| Difficulty of obtaining cigarettes ^C | 12 | 11 | 9 | 5 | A10.11 |
| Difficulty of obtaining vape products ^C | 9 | 9 | 7 | 6 | A10.11 |
| Anti-Tobacco Policy | | | | | |
| School bans tobacco use and vaping | 75 | 79 | 82 | 83 | A10.12 |

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

Table A10.2
Lifetime Tobacco Use

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--------------------------|--------------|---------------|---------------|---------------|
| A whole cigarette | | | | |
| 0 times | 99 | 92 | 93 | 87 |
| 1 time | 0 | 3 | 2 | 2 |
| 2 to 3 times | 0 | 1 | 1 | 3 |
| 4 or more times | 0 | 4 | 4 | 8 |
| Smokeless tobacco | | | | |
| 0 times | 100 | 97 | 98 | 97 |
| 1 time | 0 | 1 | 1 | 0 |
| 2 to 3 times | 0 | 0 | 1 | 1 |
| 4 or more times | 0 | 1 | 2 | 1 |
| Vape products | | | | |
| 0 times | 95 | 85 | 80 | 80 |
| 1 time | 1 | 4 | 3 | 3 |
| 2 to 3 times | 1 | 3 | 4 | 3 |
| 4 or more times | 3 | 8 | 12 | 13 |

Question HS A.62-64/MS A.63-65: During your life, how many times have you used the following?... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

Table A10.3
Substances Ever Vaped

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|----------------------------------|--------------|---------------|---------------|---------------|
| Vaped tobacco or nicotine | | | | |
| 0 times | 96 | 86 | 86 | 82 |
| 1 time | 1 | 4 | 1 | 2 |
| 2 to 3 times | 1 | 1 | 4 | 3 |
| 4 or more times | 2 | 8 | 9 | 13 |
| Vaped marijuana or THC | | | | |
| 0 times | 99 | 91 | 87 | 85 |
| 1 time | 0 | 1 | 2 | 0 |
| 2 to 3 times | 0 | 1 | 2 | 1 |
| 4 or more times | 1 | 8 | 9 | 14 |
| Vaped other product | | | | |
| 0 times | 100 | 97 | 94 | 97 |
| 1 time | 0 | 0 | 2 | 0 |
| 2 to 3 times | 0 | 0 | 0 | 0 |
| 4 or more times | 0 | 2 | 4 | 3 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--------------------------|--------------|---------------|---------------|---------------|
| Cigarettes | | | | |
| Any | 0 | 2 | 3 | 3 |
| Daily (20 or more days) | 0 | 0 | 1 | 1 |
| Smokeless tobacco | | | | |
| Any | 0 | 0 | 1 | 0 |
| Daily (20 or more days) | 0 | 0 | 1 | 0 |
| Vape products | | | | |
| Any | 3 | 7 | 8 | 8 |
| Daily (20 or more days) | 0 | 2 | 3 | 3 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|-----------------------------------|--------------|---------------|---------------|---------------|
| Vaped tobacco or nicotine? | | | | |
| 0 days | 98 | 93 | 94 | 94 |
| 1 or 2 days | 1 | 1 | 1 | 1 |
| 3 to 9 days | 0 | 1 | 2 | 0 |
| 10 to 19 days | 0 | 2 | 1 | 2 |
| 20 to 30 days | 0 | 2 | 3 | 2 |
| Vaped marijuana or THC? | | | | |
| 0 days | 100 | 95 | 94 | 93 |
| 1 or 2 days | 0 | 2 | 1 | 1 |
| 3 to 9 days | 0 | 1 | 3 | 1 |
| 10 to 19 days | 0 | 0 | 1 | 1 |
| 20 to 30 days | 0 | 1 | 2 | 3 |
| Vaped other product? | | | | |
| 0 days | 100 | 100 | 98 | 100 |
| 1 or 2 days | 0 | 0 | 1 | 0 |
| 3 to 9 days | 0 | 0 | 1 | 0 |
| 10 to 19 days | 0 | 0 | 0 | 0 |
| 20 to 30 days | 0 | 0 | 1 | 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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--------------------------|--------------|---------------|---------------|---------------|
| Cigarettes | | | | |
| 0 days | 100 | 100 | 100 | 100 |
| 1 or 2 days | 0 | 0 | 0 | 0 |
| 3 to 9 days | 0 | 0 | 0 | 0 |
| 10 to 19 days | 0 | 0 | 0 | 0 |
| 20 to 30 days | 0 | 0 | 0 | 0 |
| Smokeless tobacco | | | | |
| 0 days | 100 | 100 | 99 | 100 |
| 1 or 2 days | 0 | 0 | 1 | 0 |
| 3 to 9 days | 0 | 0 | 0 | 0 |
| 10 to 19 days | 0 | 0 | 0 | 0 |
| 20 to 30 days | 0 | 0 | 0 | 0 |
| Vape | | | | |
| 0 days | 99 | 97 | 96 | 97 |
| 1 or 2 days | 0 | 0 | 1 | 1 |
| 3 to 9 days | 0 | 1 | 2 | 0 |
| 10 to 19 days | 0 | 0 | 1 | 0 |
| 20 to 30 days | 0 | 1 | 1 | 1 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes | | | | |
| 0 days | 96 | 97 | 96 | 95 |
| 1 day | 1 | 0 | 1 | 1 |
| 2 days | 1 | 1 | 1 | 0 |
| 3-9 days | 1 | 1 | 2 | 1 |
| 10-19 days | 0 | 1 | 1 | 1 |
| 20-30 days | 0 | 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***Cigarette Smoking and Vaping Cessation Attempts***

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---------------------------|--------------|---------------|---------------|---------------|
| Does not apply, don't use | 96 | 93 | 91 | 87 |
| 0 times | 0 | 1 | 4 | 5 |
| 1 time | 2 | 1 | 2 | 2 |
| 2 to 3 times | 1 | 1 | 3 | 4 |
| 4 or more times | 0 | 3 | 2 | 1 |

Question HS A.62, 64, 110: During your life, how many times have you used the following? A whole cigarette... Vape products... How many times have you tried to quit or stop using... smoking or vaping tobacco or nicotine?

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

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

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Smoke cigarettes occasionally | | | | |
| Great | 30 | 35 | 36 | 31 |
| Moderate | 30 | 36 | 37 | 35 |
| Slight | 23 | 14 | 19 | 21 |
| None | 16 | 14 | 9 | 13 |
| Smoke 1 or more packs of cigarettes each day | | | | |
| Great | 67 | 73 | 80 | 76 |
| Moderate | 15 | 11 | 10 | 8 |
| Slight | 5 | 3 | 1 | 4 |
| None | 14 | 13 | 9 | 13 |

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Vape tobacco or nicotine occasionally | | | | |
| Great | 34 | 34 | 40 | 31 |
| Moderate | 35 | 37 | 35 | 39 |
| Slight | 17 | 16 | 17 | 16 |
| None | 14 | 13 | 8 | 13 |
| Vape tobacco or nicotine several times a day (100 puffs or more) | | | | |
| Great | 70 | 75 | 85 | 74 |
| Moderate | 13 | 10 | 7 | 11 |
| Slight | 4 | 3 | 2 | 4 |
| None | 13 | 12 | 7 | 11 |

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|----------------------|--------------|---------------|---------------|---------------|
| Cigarettes | | | | |
| Very difficult | 12 | 11 | 9 | 5 |
| Fairly difficult | 11 | 16 | 10 | 12 |
| Fairly easy | 21 | 19 | 27 | 22 |
| Very easy | 18 | 18 | 23 | 27 |
| Don't know | 39 | 36 | 31 | 34 |
| Vape products | | | | |
| Very difficult | 9 | 9 | 7 | 6 |
| Fairly difficult | 3 | 3 | 5 | 4 |
| Fairly easy | 26 | 25 | 21 | 19 |
| Very easy | 29 | 38 | 45 | 46 |
| Don't know | 32 | 25 | 23 | 24 |

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|------------|--------------|---------------|---------------|---------------|
| No | 2 | 3 | 4 | 3 |
| Yes | 75 | 79 | 82 | 83 |
| Don't know | 23 | 17 | 14 | 14 |

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

Gang Involvement (In-School Only)

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|-----|--------------|---------------|---------------|---------------|
| No | 97 | 96 | 98 | 97 |
| Yes | 3 | 4 | 2 | 3 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| School Connectedness^{†#} (<i>In-School Only</i>) | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 73 | 62 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 66 | 59 | 70 | 69 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 71 | 67 | 69 | 71 |
| Mixed (two or more) ethnics | 71 | 69 | 66 | 62 |
| Something else | | | | |
| School Connectedness^{†ψ} (<i>Remote Only</i>) | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | | | | |
| Black or African American | | | | |
| Hispanic or Latinx | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| White | | | | |
| Mixed (two or more) ethnics | | | | |
| Something else | | | | |
| Academic Motivation[†] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 66 | 64 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 73 | 68 | 71 | 60 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 68 | 65 | 72 | 69 |
| Mixed (two or more) ethnics | 81 | 63 | 56 | 57 |
| Something else | | | | |

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

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

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

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

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| School is really boring[±] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 36 | 9 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 36 | 47 | 40 | 32 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 39 | 48 | 31 | 32 |
| Mixed (two or more) ethnics | 38 | 41 | 64 | 30 |
| Something else | | | | |
| School is worthless and a waste of time[±] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 0 | 0 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 12 | 15 | 9 | 19 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 13 | 13 | 9 | 12 |
| Mixed (two or more) ethnics | 8 | 12 | 14 | 10 |
| Something else | | | | |
| Monthly Absences (3 or more) | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 0 | 0 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 7 | 16 | 14 | 16 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 10 | 9 | 14 | 13 |
| Mixed (two or more) ethnics | 8 | 0 | 27 | 16 |
| Something else | | | | |

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

[±]Rating of 7 or higher.

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Maintaining focus on schoolwork[†] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 45 | 36 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 34 | 30 | 21 | 25 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 36 | 21 | 26 | 38 |
| Mixed (two or more) ethnics | 54 | 29 | 14 | 43 |
| Something else | | | | |
| Caring adult relationships[‡] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 42 | 73 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 62 | 56 | 65 | 69 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 66 | 61 | 74 | 71 |
| Mixed (two or more) ethnics | 74 | 48 | 50 | 67 |
| Something else | | | | |
| High expectations-adults in school[‡] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 64 | 88 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 75 | 72 | 74 | 79 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 78 | 70 | 80 | 82 |
| Mixed (two or more) ethnics | 85 | 63 | 68 | 74 |
| Something else | | | | |

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

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

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

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Meaningful participation[‡] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 29 | 53 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 29 | 24 | 35 | 25 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 31 | 26 | 34 | 37 |
| Mixed (two or more) ethnics | 49 | 30 | 27 | 26 |
| Something else | | | | |
| Facilities upkeep[†] (<i>In-School Only</i>) | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 82 | 55 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 63 | 57 | 81 | 84 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 71 | 76 | 80 | 87 |
| Mixed (two or more) ethnics | 69 | 88 | 82 | 70 |
| Something else | | | | |
| Promotion of parental involvement in school[†] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 48 | 61 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 56 | 45 | 66 | 52 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 59 | 54 | 57 | 52 |
| Mixed (two or more) ethnics | 74 | 59 | 53 | 52 |
| Something else | | | | |

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

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

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

Table A12.2
School Safety by Race/Ethnicity

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| School perceived as very safe or safe (<i>In-School Only</i>) | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 91 | 64 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 82 | 70 | 74 | 88 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 77 | 75 | 82 | 83 |
| Mixed (two or more) ethnics | 85 | 100 | 76 | 68 |
| Something else | | | | |
| Experienced harassment due to five reasons^{^§} | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 36 | 18 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 18 | 40 | 20 | 20 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 23 | 17 | 15 | 18 |
| Mixed (two or more) ethnics | 17 | 44 | 38 | 23 |
| Something else | | | | |
| Experienced any harassment or bullying[§] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 36 | 36 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 25 | 45 | 22 | 31 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 31 | 23 | 25 | 22 |
| Mixed (two or more) ethnics | 25 | 44 | 48 | 23 |
| Something else | | | | |

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

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

[§]Past 12 months.

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Had mean rumors or lies spread about you[§] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 18 | 27 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 25 | 28 | 24 | 26 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 32 | 27 | 31 | 22 |
| Mixed (two or more) ethnics | 23 | 44 | 38 | 29 |
| Something else | | | | |
| Been afraid of being beaten up[§] (<i>In-School Only</i>) | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 0 | 0 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 9 | 7 | 4 | 5 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 13 | 5 | 4 | 5 |
| Mixed (two or more) ethnics | 0 | 6 | 0 | 13 |
| Something else | | | | |
| Been in a physical fight[§] (<i>In-School Only</i>) | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 9 | 0 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 2 | 2 | 0 | 3 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 7 | 3 | 1 | 0 |
| Mixed (two or more) ethnics | 8 | 13 | 5 | 10 |
| Something else | | | | |

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

[§]Past 12 months.

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Seen a weapon on campus[§] (<i>In-School Only</i>) | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 0 | 9 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 3 | 5 | 4 | 7 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 9 | 4 | 1 | 0 |
| Mixed (two or more) ethnics | 0 | 6 | 0 | 3 |
| Something else | | | | |

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

[§]Past 12 months.

Table A12.3
Cyberbullying by Race/Ethnicity

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|-------------------------------------|--------------|---------------|---------------|---------------|
| Cyberbullying[§] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 18 | 18 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 22 | 32 | 15 | 20 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 28 | 23 | 20 | 21 |
| Mixed (two or more) ethnics | 17 | 31 | 38 | 13 |
| Something else | | | | |

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

[§]Past 12 months.

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Current alcohol or drug use[¶] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 0 | 0 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 7 | 16 | 20 | 28 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 3 | 13 | 21 | 34 |
| Mixed (two or more) ethnics | 0 | 25 | 23 | 23 |
| Something else | | | | |
| Current marijuana use[¶] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 0 | 0 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 0 | 7 | 7 | 16 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 2 | 8 | 10 | 19 |
| Mixed (two or more) ethnics | 0 | 13 | 23 | 6 |
| Something else | | | | |
| Current binge drinking[¶] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 0 | 0 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 3 | 10 | 9 | 13 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 2 | 7 | 10 | 17 |
| Mixed (two or more) ethnics | 0 | 19 | 5 | 3 |
| Something else | | | | |

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

[¶]Past 30 days.

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Very drunk or “high” 7 or more times, ever | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 0 | 0 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 3 | 7 | 13 | 18 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 1 | 6 | 7 | 18 |
| Mixed (two or more) ethnics | 0 | 19 | 23 | 10 |
| Something else | | | | |
| Been drunk or “high” on drugs at school, ever | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 0 | 0 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 3 | 2 | 2 | 13 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 2 | 6 | 5 | 8 |
| Mixed (two or more) ethnics | 0 | 13 | 9 | 7 |
| Something else | | | | |
| Current alcohol use[¶] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 0 | 0 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 7 | 16 | 15 | 25 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 2 | 9 | 21 | 32 |
| Mixed (two or more) ethnics | 0 | 25 | 18 | 19 |
| Something else | | | | |

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

[¶]Past 30 days.

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Current alcohol use at school[¶] (In-School Only) | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 0 | 0 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 1 | 0 | 4 | 2 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 0 | 1 | 1 | 2 |
| Mixed (two or more) ethnics | 0 | 0 | 5 | 0 |
| Something else | | | | |
| Current cigarette smoking[¶] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 0 | 0 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 1 | 3 | 0 | 3 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 0 | 2 | 3 | 5 |
| Mixed (two or more) ethnics | 0 | 6 | 9 | 0 |
| Something else | | | | |
| Current vaping[¶] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 0 | 0 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 6 | 12 | 7 | 11 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 2 | 5 | 8 | 9 |
| Mixed (two or more) ethnics | 0 | 13 | 14 | 3 |
| Something else | | | | |

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

[¶]Past 30 days.

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Current tobacco vaping[¶] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 0 | 0 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 6 | 12 | 7 | 10 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 1 | 4 | 6 | 6 |
| Mixed (two or more) ethnics | 0 | 13 | 9 | 3 |
| Something else | | | | |
| Current marijuana vaping[¶] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 0 | 0 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 0 | 3 | 6 | 10 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 1 | 5 | 5 | 8 |
| Mixed (two or more) ethnics | 0 | 13 | 14 | 0 |
| Something else | | | | |

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

[¶]Past 30 days.

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Eating of breakfast¹ | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 64 | 55 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 67 | 68 | 60 | 58 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 68 | 71 | 69 | 57 |
| Mixed (two or more) ethnics | 69 | 59 | 48 | 72 |
| Something else | | | | |
| Bedtime (at 12 am or later) | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 18 | 36 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 21 | 32 | 26 | 25 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 14 | 25 | 29 | 37 |
| Mixed (two or more) ethnics | 8 | 29 | 27 | 34 |
| Something else | | | | |

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

¹*Today.*

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Average days worked on schoolwork (5 or more)[¶] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | | | | |
| Black or African American | | | | |
| Hispanic or Latinx | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| White | | | | |
| Mixed (two or more) ethnics | | | | |
| Something else | | | | |
| Synchronous instruction (4 days or more)[¶] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | | | | |
| Black or African American | | | | |
| Hispanic or Latinx | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| White | | | | |
| Mixed (two or more) ethnics | | | | |
| Something else | | | | |
| Interest in schoolwork done from home[†] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | | | | |
| Black or African American | | | | |
| Hispanic or Latinx | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| White | | | | |
| Mixed (two or more) ethnics | | | | |
| Something else | | | | |

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

[¶]*Past 30 days.*

[¶]*Past 7 days.*

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

Table A12.6

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

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

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

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

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Social emotional distress[‡] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 32 | 38 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 20 | 30 | 34 | 31 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 25 | 29 | 35 | 29 |
| Mixed (two or more) ethnics | 9 | 35 | 37 | 24 |
| Something else | | | | |
| Experienced chronic sadness/hopelessness[§] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 36 | 45 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 22 | 43 | 39 | 41 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 26 | 30 | 37 | 31 |
| Mixed (two or more) ethnics | 25 | 31 | 52 | 43 |
| Something else | | | | |
| Considered suicide[§] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 27 | 18 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 7 | 12 | 7 | 12 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 16 | 14 | 13 | 14 |
| Mixed (two or more) ethnics | 0 | 0 | 29 | 7 |
| Something else | | | | |

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

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

[§]Past 12 months.

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--------------------------------------|--------------|---------------|---------------|---------------|
| Optimism[‡] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 39 | 55 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 60 | 48 | 45 | 51 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 57 | 41 | 55 | 54 |
| Mixed (two or more) ethnics | 67 | 42 | 38 | 40 |
| Something else | | | | |
| Life satisfaction[‡] | | | | |
| American Indian or Alaska Native | | | | |
| Asian or Asian American | 76 | 62 | | |
| Black or African American | | | | |
| Hispanic or Latinx | 72 | 62 | 63 | 67 |
| Native Hawaiian or Pacific Islander | | | | |
| White | 71 | 63 | 71 | 68 |
| Mixed (two or more) ethnics | 85 | 64 | 58 | 62 |
| Something else | | | | |

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

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

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

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| School Connectedness^{†#} (<i>In-School Only</i>) | | | | |
| Male | 70 | 71 | 65 | 73 |
| Female | 66 | 61 | 70 | 69 |
| Nonbinary | | | | |
| Something else | | | | |
| School Connectedness^{†ψ} (<i>Remote Only</i>) | | | | |
| Male | | | | |
| Female | | | | |
| Nonbinary | | | | |
| Something else | | | | |
| Academic Motivation[†] | | | | |
| Male | 69 | 65 | 62 | 57 |
| Female | 72 | 68 | 77 | 73 |
| Nonbinary | | | | |
| Something else | | | | |
| School is really boring[±] | | | | |
| Male | 41 | 48 | 44 | 41 |
| Female | 37 | 41 | 31 | 21 |
| Nonbinary | | | | |
| Something else | | | | |
| School is worthless and a waste of time[±] | | | | |
| Male | 15 | 15 | 18 | 11 |
| Female | 8 | 11 | 6 | 14 |
| Nonbinary | | | | |
| Something else | | | | |

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

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

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

^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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Monthly Absences (3 or more) | | | | |
| Male | 11 | 8 | 15 | 12 |
| Female | 7 | 12 | 16 | 15 |
| Nonbinary | | | | |
| Something else | | | | |
| Maintaining focus on schoolwork[†] | | | | |
| Male | 39 | 34 | 20 | 34 |
| Female | 34 | 19 | 26 | 39 |
| Nonbinary | | | | |
| Something else | | | | |
| Caring adult relationships[‡] | | | | |
| Male | 61 | 58 | 71 | 63 |
| Female | 67 | 63 | 64 | 74 |
| Nonbinary | | | | |
| Something else | | | | |
| High expectations-adults in school[‡] | | | | |
| Male | 71 | 68 | 79 | 76 |
| Female | 81 | 74 | 74 | 83 |
| Nonbinary | | | | |
| Something else | | | | |
| Meaningful participation[‡] | | | | |
| Male | 32 | 25 | 32 | 29 |
| Female | 31 | 29 | 36 | 36 |
| Nonbinary | | | | |
| Something else | | | | |

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

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

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

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Facilities upkeep[†] (<i>In-School Only</i>) | | | | |
| Male | 64 | 72 | 66 | 82 |
| Female | 70 | 70 | 88 | 83 |
| Nonbinary | | | | |
| Something else | | | | |
| Promotion of parental involvement in school[†] | | | | |
| Male | 58 | 58 | 54 | 48 |
| Female | 56 | 48 | 62 | 57 |
| Nonbinary | | | | |
| Something else | | | | |

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

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

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

Table A13.2
School Safety by Gender

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| School perceived as very safe or safe (<i>In-School Only</i>) | | | | |
| Male | 78 | 79 | 80 | 85 |
| Female | 82 | 75 | 75 | 83 |
| Nonbinary | | | | |
| Something else | | | | |
| Experienced harassment due to five reasons^{λ§} | | | | |
| Male | 19 | 23 | 16 | 14 |
| Female | 26 | 28 | 23 | 19 |
| Nonbinary | | | | |
| Something else | | | | |
| Experienced any harassment or bullying[§] | | | | |
| Male | 29 | 30 | 25 | 20 |
| Female | 29 | 34 | 27 | 24 |
| Nonbinary | | | | |
| Something else | | | | |
| Had mean rumors or lies spread about you[§] | | | | |
| Male | 30 | 21 | 28 | 13 |
| Female | 26 | 35 | 30 | 31 |
| Nonbinary | | | | |
| Something else | | | | |
| Been afraid of being beaten up[§] (<i>In-School Only</i>) | | | | |
| Male | 12 | 2 | 6 | 6 |
| Female | 6 | 8 | 3 | 3 |
| Nonbinary | | | | |
| Something else | | | | |

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Been in a physical fight[§] (<i>In-School Only</i>) | | | | |
| Male | 10 | 3 | 4 | 2 |
| Female | 0 | 2 | 0 | 1 |
| Nonbinary | | | | |
| Something else | | | | |
| Seen a weapon on campus[§] (<i>In-School Only</i>) | | | | |
| Male | 10 | 3 | 2 | 1 |
| Female | 1 | 5 | 2 | 3 |
| Nonbinary | | | | |
| Something else | | | | |

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|----------------------------------|--------------|---------------|---------------|---------------|
| Cyberbullying[§] | | | | |
| Male | 25 | 16 | 18 | 14 |
| Female | 26 | 34 | 21 | 21 |
| Nonbinary | | | | |
| Something else | | | | |

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Current alcohol or drug use[¶] | | | | |
| Male | 5 | 12 | 26 | 27 |
| Female | 5 | 15 | 15 | 32 |
| Nonbinary | | | | |
| Something else | | | | |
| Current marijuana use[¶] | | | | |
| Male | 0 | 4 | 13 | 18 |
| Female | 2 | 10 | 8 | 14 |
| Nonbinary | | | | |
| Something else | | | | |
| Current binge drinking[¶] | | | | |
| Male | 2 | 4 | 13 | 16 |
| Female | 2 | 12 | 5 | 10 |
| Nonbinary | | | | |
| Something else | | | | |
| Very drunk or “high” 7 or more times, ever | | | | |
| Male | 1 | 3 | 11 | 18 |
| Female | 2 | 10 | 9 | 14 |
| Nonbinary | | | | |
| Something else | | | | |
| Been drunk or “high” on drugs at school, ever | | | | |
| Male | 1 | 3 | 6 | 9 |
| Female | 3 | 5 | 3 | 8 |
| Nonbinary | | | | |
| Something else | | | | |
| Current alcohol use[¶] | | | | |
| Male | 4 | 9 | 25 | 23 |
| Female | 3 | 13 | 12 | 30 |
| Nonbinary | | | | |
| Something else | | | | |

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Current alcohol use at school[¶] (<i>In-School Only</i>) | | | | |
| Male | 0 | 1 | 4 | 0 |
| Female | 1 | 0 | 2 | 3 |
| Nonbinary | | | | |
| Something else | | | | |
| Current cigarette smoking[¶] | | | | |
| Male | 1 | 1 | 5 | 3 |
| Female | 0 | 4 | 2 | 2 |
| Nonbinary | | | | |
| Something else | | | | |
| Current vaping[¶] | | | | |
| Male | 2 | 0 | 11 | 8 |
| Female | 4 | 13 | 7 | 9 |
| Nonbinary | | | | |
| Something else | | | | |
| Current tobacco vaping[¶] | | | | |
| Male | 2 | 0 | 8 | 3 |
| Female | 3 | 12 | 6 | 9 |
| Nonbinary | | | | |
| Something else | | | | |
| Current marijuana vaping[¶] | | | | |
| Male | 0 | 0 | 7 | 7 |
| Female | 1 | 9 | 6 | 7 |
| Nonbinary | | | | |
| Something else | | | | |

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Eating of breakfast¹ | | | | |
| Male | 69 | 74 | 66 | 60 |
| Female | 68 | 63 | 65 | 61 |
| Nonbinary | | | | |
| Something else | | | | |
| Bedtime (at 12 am or later) | | | | |
| Male | 17 | 21 | 27 | 33 |
| Female | 17 | 32 | 26 | 31 |
| Nonbinary | | | | |
| Something else | | | | |

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

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

¹*Today.*

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Average days worked on schoolwork (5 or more)[¶] | | | | |
| Male | | | | |
| Female | | | | |
| Nonbinary | | | | |
| Something else | | | | |
| Synchronous instruction (4 days or more)[¶] | | | | |
| Male | | | | |
| Female | | | | |
| Nonbinary | | | | |
| Something else | | | | |
| Interest in schoolwork done from home[†] | | | | |
| Male | | | | |
| Female | | | | |
| Nonbinary | | | | |
| Something else | | | | |
| Meaningful opportunities[‡] | | | | |
| Male | | | | |
| Female | | | | |
| Nonbinary | | | | |
| Something else | | | | |

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A13.7
Social and Emotional Health by Gender

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Social emotional distress[‡] | | | | |
| Male | 19 | 21 | 23 | 21 |
| Female | 28 | 36 | 42 | 35 |
| Nonbinary | | | | |
| Something else | | | | |
| Experienced chronic sadness/hopelessness[§] | | | | |
| Male | 20 | 22 | 29 | 28 |
| Female | 35 | 44 | 41 | 39 |
| Nonbinary | | | | |
| Something else | | | | |
| Considered suicide[§] | | | | |
| Male | 13 | 11 | 7 | 7 |
| Female | 11 | 9 | 14 | 14 |
| Nonbinary | | | | |
| Something else | | | | |
| Optimism[‡] | | | | |
| Male | 59 | 51 | 59 | 58 |
| Female | 57 | 41 | 45 | 48 |
| Nonbinary | | | | |
| Something else | | | | |
| Life satisfaction[‡] | | | | |
| Male | 73 | 69 | 67 | 70 |
| Female | 71 | 59 | 68 | 67 |
| Nonbinary | | | | |
| Something else | | | | |

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

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

[§]*Past 12 months.*

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

Gender Identity & Sexual Orientation-Based Harassment Module

1. Module Sample

Table J1.1

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

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-----------------------------------|---------|----------|----------|----------|
| <i>Student Sample Size</i> | | | | |
| Target sample | 259 | 255 | 254 | 265 |
| Final number | 196 | 180 | 174 | 167 |
| Response Rate | 76% | 71% | 69% | 63% |

2. Perceptions of LGBTQ-Related School Safety

Table J2.1

Student Perceptions of School Safety, LGBTQ-Specific

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| <i>My school is safe for...</i> | | | | |
| guys who are not as “masculine” as other guys. | | | | |
| Strongly disagree | 5 | 7 | 6 | 5 |
| Disagree | 14 | 11 | 12 | 16 |
| Agree | 59 | 64 | 62 | 59 |
| Strongly agree | 21 | 18 | 20 | 20 |
| girls who are not as “feminine” as other girls. | | | | |
| Strongly disagree | 5 | 3 | 6 | 4 |
| Disagree | 10 | 8 | 9 | 10 |
| Agree | 63 | 67 | 61 | 62 |
| Strongly agree | 22 | 21 | 24 | 24 |
| students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ). | | | | |
| Strongly disagree | 7 | 7 | 5 | 4 |
| Disagree | 15 | 10 | 8 | 11 |
| Agree | 57 | 66 | 67 | 63 |
| Strongly agree | 21 | 18 | 20 | 22 |
| students with LGBTQ parents. | | | | |
| Strongly disagree | 6 | 5 | 6 | 3 |
| Disagree | 10 | 6 | 7 | 8 |
| Agree | 62 | 70 | 64 | 66 |
| Strongly agree | 22 | 19 | 23 | 23 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| <i>My school is safe for...</i> | | | | |
| teachers and staff who are LGBTQ. | | | | |
| Strongly disagree | 6 | 5 | 5 | 5 |
| Disagree | 9 | 8 | 8 | 8 |
| Agree | 61 | 70 | 66 | 67 |
| Strongly agree | 24 | 17 | 21 | 21 |
| LGBTQ allies (people who are supportive of LGBTQ people). | | | | |
| Strongly disagree | 7 | 4 | 5 | 3 |
| Disagree | 7 | 6 | 6 | 4 |
| Agree | 60 | 65 | 63 | 64 |
| Strongly agree | 26 | 25 | 26 | 29 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| <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 | 92 | 91 | 95 | 92 |
| 1 time | 3 | 3 | 1 | 2 |
| 2-3 times | 3 | 3 | 1 | 4 |
| 4 or more times | 3 | 2 | 3 | 2 |
| Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls | | | | |
| 0 times | 91 | 89 | 96 | 93 |
| 1 time | 2 | 7 | 0 | 4 |
| 2-3 times | 3 | 3 | 2 | 1 |
| 4 or more times | 4 | 1 | 2 | 2 |
| Because you have LGBTQ parents or family members or because someone thought they were | | | | |
| 0 times | 98 | 98 | 98 | 98 |
| 1 time | 0 | 0 | 0 | 1 |
| 2-3 times | 1 | 1 | 0 | 0 |
| 4 or more times | 1 | 1 | 2 | 1 |
| Because you have LGBTQ friends or because someone thought you did | | | | |
| 0 times | 92 | 92 | 96 | 93 |
| 1 time | 4 | 3 | 0 | 3 |
| 2-3 times | 2 | 3 | 2 | 2 |
| 4 or more times | 2 | 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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| <i>How often do you hear other students make negative comments or use slurs about someone's...</i> | | | | |
| <i>sex (male or female)?</i> | | | | |
| Never | 36 | 33 | 36 | 42 |
| Rarely | 25 | 25 | 24 | 22 |
| Sometimes | 20 | 31 | 30 | 25 |
| Often | 18 | 11 | 11 | 11 |
| <i>sexual orientation?</i> | | | | |
| Never | 31 | 30 | 30 | 36 |
| Rarely | 20 | 23 | 25 | 25 |
| Sometimes | 28 | 33 | 32 | 29 |
| Often | 21 | 13 | 13 | 10 |
| <i>gender identity or expression?</i> | | | | |
| Never | 33 | 33 | 35 | 39 |
| Rarely | 21 | 25 | 24 | 25 |
| Sometimes | 27 | 30 | 30 | 25 |
| Often | 19 | 12 | 12 | 10 |
| <i>having LGBTQ parents or family members?</i> | | | | |
| Never | 55 | 57 | 59 | 66 |
| Rarely | 25 | 25 | 23 | 22 |
| Sometimes | 8 | 12 | 13 | 8 |
| Often | 12 | 6 | 6 | 4 |
| <i>having LGBTQ friends?</i> | | | | |
| Never | 47 | 50 | 47 | 57 |
| Rarely | 24 | 23 | 25 | 27 |
| Sometimes | 15 | 18 | 20 | 11 |
| Often | 13 | 9 | 8 | 6 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| <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 | 86 | 85 | 82 | 89 |
| Rarely | 7 | 7 | 12 | 8 |
| Sometimes | 3 | 6 | 2 | 2 |
| Often | 3 | 2 | 4 | 1 |
| sexual orientation? | | | | |
| Never | 89 | 85 | 86 | 92 |
| Rarely | 6 | 9 | 9 | 6 |
| Sometimes | 1 | 4 | 2 | 1 |
| Often | 3 | 2 | 4 | 1 |
| gender identity or expression? | | | | |
| Never | 89 | 86 | 87 | 92 |
| Rarely | 7 | 7 | 9 | 5 |
| Sometimes | 2 | 5 | 2 | 3 |
| Often | 3 | 2 | 3 | 1 |
| having LGBTQ parents or family members? | | | | |
| Never | 91 | 88 | 87 | 92 |
| Rarely | 5 | 5 | 9 | 6 |
| Sometimes | 1 | 4 | 1 | 1 |
| Often | 3 | 3 | 4 | 1 |
| having LGBTQ friends? | | | | |
| Never | 91 | 88 | 87 | 94 |
| Rarely | 5 | 6 | 8 | 5 |
| Sometimes | 1 | 4 | 1 | 1 |
| Often | 3 | 2 | 4 | 0 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| <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 | 15 | 15 | 21 | 17 |
| Rarely stop | 17 | 17 | 11 | 18 |
| Sometimes stop | 16 | 22 | 21 | 15 |
| Often stop | 7 | 6 | 10 | 10 |
| Not applicable | 46 | 40 | 37 | 40 |
| <i>sexual orientation?</i> | | | | |
| Never stop | 14 | 15 | 19 | 18 |
| Rarely stop | 15 | 19 | 13 | 16 |
| Sometimes stop | 16 | 21 | 22 | 16 |
| Often stop | 10 | 8 | 9 | 10 |
| Not applicable | 45 | 36 | 36 | 40 |
| <i>gender identity or expression?</i> | | | | |
| Never stop | 14 | 17 | 18 | 18 |
| Rarely stop | 15 | 20 | 15 | 15 |
| Sometimes stop | 16 | 18 | 18 | 17 |
| Often stop | 10 | 8 | 10 | 10 |
| Not applicable | 46 | 37 | 39 | 40 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| <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 | 11 | 15 | 19 | 18 |
| Rarely stop | 12 | 15 | 12 | 11 |
| Sometimes stop | 16 | 14 | 15 | 10 |
| Often stop | 7 | 6 | 9 | 8 |
| Not applicable | 54 | 50 | 45 | 54 |
| <i>having LGBTQ friends?</i> | | | | |
| Never stop | 13 | 13 | 18 | 17 |
| Rarely stop | 13 | 17 | 12 | 10 |
| Sometimes stop | 14 | 16 | 17 | 10 |
| Often stop | 9 | 9 | 12 | 10 |
| Not applicable | 51 | 45 | 41 | 53 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| <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 | 10 | 14 | 13 |
| Rarely stop | 6 | 7 | 5 | 9 |
| Sometimes stop | 10 | 14 | 12 | 13 |
| Often stop | 24 | 25 | 23 | 13 |
| Not applicable | 49 | 45 | 46 | 51 |
| <i>sexual orientation?</i> | | | | |
| Never stop | 8 | 8 | 12 | 14 |
| Rarely stop | 8 | 9 | 5 | 8 |
| Sometimes stop | 12 | 14 | 12 | 12 |
| Often stop | 22 | 24 | 22 | 16 |
| Not applicable | 50 | 45 | 49 | 50 |
| <i>gender identity or expression?</i> | | | | |
| Never stop | 9 | 9 | 13 | 15 |
| Rarely stop | 7 | 7 | 5 | 8 |
| Sometimes stop | 10 | 14 | 12 | 12 |
| Often stop | 24 | 25 | 21 | 14 |
| Not applicable | 49 | 45 | 49 | 51 |
| <i>having LGBTQ parents or family members?</i> | | | | |
| Never stop | 9 | 10 | 14 | 14 |
| Rarely stop | 7 | 5 | 4 | 8 |
| Sometimes stop | 9 | 13 | 10 | 9 |
| Often stop | 22 | 23 | 21 | 13 |
| Not applicable | 54 | 49 | 51 | 56 |
| <i>having LGBTQ friends?</i> | | | | |
| Never stop | 9 | 8 | 13 | 14 |
| Rarely stop | 7 | 5 | 5 | 9 |
| Sometimes stop | 10 | 13 | 10 | 7 |
| Often stop | 21 | 23 | 21 | 13 |
| Not applicable | 53 | 50 | 50 | 57 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| If another student was bullying me, I would tell the principal or assistant principal. | | | | |
| Strongly disagree | 27 | 31 | 35 | 38 |
| Disagree | 24 | 30 | 31 | 24 |
| Agree | 38 | 31 | 24 | 27 |
| Strongly agree | 11 | 8 | 10 | 11 |
| If another student was bullying me, I would tell one of the teachers or other staff at school. | | | | |
| Strongly disagree | 19 | 28 | 30 | 27 |
| Disagree | 23 | 21 | 24 | 22 |
| Agree | 45 | 40 | 34 | 38 |
| Strongly agree | 13 | 11 | 12 | 14 |
| If I tell a teacher that someone is bullying me, the teacher will do something to help. | | | | |
| Strongly disagree | 13 | 15 | 15 | 18 |
| Disagree | 9 | 17 | 16 | 11 |
| Agree | 60 | 50 | 50 | 52 |
| Strongly agree | 17 | 17 | 19 | 19 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| <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 | 48 | 55 | 49 | 52 |
| A little likely | 33 | 34 | 34 | 31 |
| Very likely | 19 | 11 | 17 | 17 |
| a teacher? | | | | |
| Not at all likely | 57 | 64 | 62 | 55 |
| A little likely | 33 | 28 | 24 | 33 |
| Very likely | 10 | 8 | 13 | 12 |
| a school principal or assistant principal? | | | | |
| Not at all likely | 68 | 71 | 72 | 67 |
| A little likely | 25 | 25 | 19 | 23 |
| Very likely | 7 | 4 | 9 | 11 |
| other adults at school? | | | | |
| Not at all likely | 69 | 72 | 68 | 72 |
| A little likely | 26 | 25 | 22 | 20 |
| Very likely | 5 | 3 | 9 | 8 |
| a friend at your school? | | | | |
| Not at all likely | 27 | 27 | 27 | 19 |
| A little likely | 39 | 34 | 34 | 34 |
| Very likely | 34 | 39 | 39 | 48 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| <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 | 43 | 44 | 42 | 35 |
| A little likely | 30 | 32 | 32 | 36 |
| Very likely | 27 | 24 | 26 | 29 |
| your parent or guardian? | | | | |
| Not at all likely | 37 | 44 | 40 | 39 |
| A little likely | 31 | 34 | 36 | 35 |
| Very likely | 32 | 22 | 24 | 26 |
| a friend's parent or other adult not at school? | | | | |
| Not at all likely | 60 | 61 | 59 | 55 |
| A little likely | 26 | 30 | 27 | 31 |
| Very likely | 13 | 9 | 13 | 14 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| There are adults at this school I could turn to if I had a personal problem. | | | | |
| Strongly disagree | 18 | 17 | 16 | 18 |
| Disagree | 18 | 21 | 18 | 12 |
| Agree | 47 | 43 | 46 | 49 |
| Strongly agree | 17 | 19 | 19 | 21 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students? | | | | |
| Yes | 45 | 51 | 47 | 69 |
| No | 7 | 7 | 6 | 3 |
| Don't know | 48 | 42 | 48 | 28 |
| Do you learn about LGBTQ people or issues in your classes at school? | | | | |
| Yes | 15 | 19 | 22 | 25 |
| No | 50 | 49 | 45 | 52 |
| Don't know | 35 | 32 | 33 | 23 |
| If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go? | | | | |
| Yes | 28 | 30 | 34 | 38 |
| No | 26 | 29 | 23 | 30 |
| Don't know | 47 | 41 | 43 | 32 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| <i>Does your school have a policy that prohibits students and staff from harassing someone based on...</i> | | | | |
| <i>sexual orientation?</i> | | | | |
| Yes | 56 | 52 | 51 | 53 |
| No | 5 | 7 | 7 | 9 |
| Don't know | 38 | 41 | 41 | 38 |
| <i>gender identity or expression?</i> | | | | |
| Yes | 54 | 49 | 51 | 54 |
| No | 7 | 8 | 8 | 8 |
| Don't know | 40 | 43 | 41 | 38 |

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.

Military-Connected School Module

1. Module Sample

Table L1.1

Student Sample for Military-Connected School Module

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-----------------------------------|---------|----------|----------|----------|
| <i>Student Sample Size</i> | | | | |
| Target sample | 259 | 255 | 254 | 265 |
| Final number | 180 | 172 | 172 | 158 |
| Response Rate | 69% | 67% | 68% | 60% |

2. Family Military Connections and Supports

Table L2.1

Family Military Connections

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Do you have someone in your family who is currently in the military? | | | | |
| No | 61 | 64 | 67 | 74 |
| Yes | 33 | 32 | 28 | 23 |
| Don't know | 6 | 4 | 5 | 3 |
| Do you have someone in your family who is in the military now or sometime in the last 10 years? | | | | |
| No | 43 | 47 | 46 | 59 |
| Yes | 44 | 42 | 44 | 35 |
| Don't know | 12 | 10 | 11 | 6 |
| Who in your family is currently in the military? (You can mark more than one answer if you have more than one family member in the military.)[†] | | | | |
| No one in my family is in the military | 59 | 62 | 62 | 76 |
| Father | 29 | 30 | 26 | 18 |
| Mother | 3 | 5 | 5 | 3 |
| Brother or sister | 3 | 4 | 4 | 3 |
| Grandparent or other relative | 9 | 8 | 7 | 5 |
| Don't know | 5 | 4 | 7 | 4 |

Question HS/MS L.1, 2, 39: Do you have someone in your family (like a parent, grandparent, brother, sister) who is currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?... Who in your family is currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)? (You can mark more than one answer if you have more than one family member in the military.)... Do you have someone in your family (like a parent, grandparent, brother, sister) who is in the military now or sometime in the last 10 years?

Notes: Cells are empty if there are less than 10 respondents. [†]Total percentages may exceed 100% for “mark all that apply” items.

Table L.2.2***Family Support***

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| My family is very close and we support each other. | | | | |
| Not at all true | 3 | 9 | 9 | 5 |
| A little true | 9 | 12 | 10 | 11 |
| Pretty much true | 26 | 21 | 30 | 26 |
| Very much true | 56 | 55 | 48 | 54 |
| Don't know | 6 | 3 | 3 | 4 |
| My family gets support from relatives and friends. | | | | |
| Not at all true | 4 | 6 | 7 | 6 |
| A little true | 10 | 13 | 12 | 13 |
| Pretty much true | 22 | 23 | 31 | 26 |
| Very much true | 58 | 54 | 46 | 51 |
| Don't know | 6 | 4 | 4 | 5 |
| I feel supported by other families in my community. | | | | |
| Not at all true | 8 | 9 | 10 | 11 |
| A little true | 13 | 16 | 17 | 16 |
| Pretty much true | 28 | 25 | 26 | 23 |
| Very much true | 44 | 44 | 42 | 45 |
| Don't know | 7 | 6 | 5 | 5 |

Question HS/MS L.4-6: How true is each of these sentences about you and your family?... My family is very close and we support each other... My family gets support from relatives and friends... I feel supported by other families in my community.

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

Table L2.3***Military Support***

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| I feel that my family makes an important sacrifice for our country because we are in the military. | | | | |
| No one in my family is in the military | 50 | 51 | 53 | 63 |
| Not true | 4 | 3 | 1 | 4 |
| A little true | 4 | 9 | 9 | 9 |
| Pretty much true | 16 | 11 | 9 | 5 |
| Very much true | 14 | 12 | 20 | 8 |
| Don't know | 11 | 14 | 8 | 10 |
| The military is doing many things to help my family. | | | | |
| No one in my family is in the military | 48 | 49 | 50 | 63 |
| Not true | 1 | 3 | 3 | 3 |
| A little true | 8 | 7 | 13 | 7 |
| Pretty much true | 14 | 16 | 10 | 6 |
| Very much true | 15 | 11 | 14 | 11 |
| Don't know | 13 | 14 | 10 | 10 |
| I feel that other military families support me and my family. | | | | |
| No one in my family is in the military | 48 | 50 | 52 | 63 |
| Not true | 3 | 3 | 2 | 3 |
| A little true | 9 | 5 | 13 | 9 |
| Pretty much true | 11 | 16 | 11 | 3 |
| Very much true | 15 | 9 | 12 | 11 |
| Don't know | 14 | 16 | 9 | 11 |

Question HS/MS L.34-36: How true is each of these sentences?... I feel that my family makes an important sacrifice for our country because we are in the military... The military is doing many things to help my family... I feel that other military families support me and my family.

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

Table L.4***Perceived Lack of Appreciation***

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Sometimes I feel that my teachers do not appreciate the sacrifices my family makes for our country because we are in the military. | | | | |
| No one in my family is in the military | 51 | 50 | 51 | 65 |
| Not true | 18 | 16 | 15 | 16 |
| A little true | 3 | 7 | 9 | 5 |
| Pretty much true | 4 | 4 | 7 | 1 |
| Very much true | 9 | 5 | 7 | 1 |
| Don't know | 16 | 19 | 11 | 12 |

Question HS/MS L.37: How true is each of these sentences?... Sometimes I feel that my teachers do not appreciate the sacrifices my family makes for our country because we are in the military.

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

3. Perceived Personal Strengths

Table L3.1

Perceived Responsibilities

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| I feel that I have more responsibilities at home than my friends. | | | | |
| Not at all true | 28 | 32 | 33 | 40 |
| A little true | 22 | 21 | 17 | 19 |
| Pretty much true | 17 | 15 | 16 | 12 |
| Very much true | 23 | 25 | 28 | 21 |
| Don't know | 10 | 6 | 7 | 8 |

Question HS/MS L.7: How true is each of these sentences about you and your family?... I feel that I have more responsibilities at home (like chores) than my friends.

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

Table L3.2

Perceived Internal Strengths

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| I am more independent than many of my friends. | | | | |
| Not at all true | 9 | 6 | 6 | 11 |
| A little true | 19 | 23 | 15 | 21 |
| Pretty much true | 24 | 20 | 23 | 21 |
| Very much true | 36 | 44 | 49 | 39 |
| Don't know | 13 | 7 | 7 | 7 |
| I know how to solve problems in my life better than most of my friends. | | | | |
| Not at all true | 10 | 7 | 4 | 7 |
| A little true | 13 | 15 | 17 | 25 |
| Pretty much true | 30 | 29 | 26 | 25 |
| Very much true | 34 | 41 | 47 | 31 |
| Don't know | 13 | 9 | 7 | 11 |

Question HS/MS L.9, 10: How true is each of these sentences about you and your family?... I am more independent than many of my friends... I know how to solve problems in my life better than most of my friends.

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

Table L3.3***Interest in Helping Others***

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| I am more interested in volunteering and helping others than are many of my friends. | | | | |
| Not at all true | 12 | 19 | 17 | 22 |
| A little true | 27 | 23 | 22 | 31 |
| Pretty much true | 25 | 19 | 24 | 19 |
| Very much true | 21 | 24 | 23 | 17 |
| Don't know | 15 | 14 | 14 | 11 |

Question HS/MS L.11: How true is each of these sentences about you and your family?... I am more interested in volunteering and helping others than are many of my friends.

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

4. School Connections and Peer Relationships

Table L4.1

School Connections

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Adults in this school respect my family. | | | | |
| Not at all true | 4 | 2 | 5 | 6 |
| A little true | 8 | 14 | 11 | 11 |
| Pretty much true | 31 | 34 | 34 | 38 |
| Very much true | 33 | 35 | 31 | 28 |
| Don't know | 23 | 15 | 18 | 16 |
| I have a hard time paying attention in school. | | | | |
| Not at all true | 26 | 20 | 22 | 22 |
| A little true | 35 | 39 | 34 | 38 |
| Pretty much true | 17 | 14 | 25 | 15 |
| Very much true | 15 | 22 | 13 | 20 |
| Don't know | 7 | 6 | 6 | 5 |
| My parents help me with my school work. | | | | |
| Not at all true | 17 | 26 | 27 | 37 |
| A little true | 26 | 17 | 23 | 28 |
| Pretty much true | 29 | 25 | 27 | 12 |
| Very much true | 22 | 25 | 15 | 17 |
| Don't know | 7 | 6 | 8 | 6 |
| My parents come to school to meet my teachers or to attend events. | | | | |
| Not at all true | 12 | 16 | 22 | 26 |
| A little true | 14 | 17 | 20 | 24 |
| Pretty much true | 33 | 26 | 26 | 18 |
| Very much true | 32 | 35 | 23 | 27 |
| Don't know | 9 | 6 | 9 | 5 |

Question HS/MS L.13-16: How true is each of these sentences about you and your family?... Adults in this school respect my family... I have a hard time paying attention in school... My parents help me with my school work... My parents come to school to meet my teachers or to attend events (like parent nights, sports events, plays, or concerts).

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

Table L4.2
Peer Difficulties

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Other students in school do not really understand my family life. | | | | |
| Not at all true | 22 | 23 | 22 | 30 |
| A little true | 22 | 26 | 20 | 29 |
| Pretty much true | 18 | 18 | 23 | 20 |
| Very much true | 17 | 21 | 18 | 10 |
| Don't know | 21 | 13 | 17 | 11 |
| I have a hard time making friends because I have to change schools often. | | | | |
| Not at all true | 69 | 64 | 64 | 72 |
| A little true | 6 | 11 | 11 | 9 |
| Pretty much true | 8 | 8 | 8 | 8 |
| Very much true | 7 | 11 | 8 | 6 |
| Don't know | 9 | 6 | 10 | 6 |

Question HS/MS L.17, 18: How true is each of these sentences about you and your family?... Other students in school do not really understand my family life... I have a hard time making friends because I have to change schools often.

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

5. Emotional Competence

Table L5.1

Family Pride

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|-----------------------------------|--------------|---------------|---------------|---------------|
| I feel proud of my family. | | | | |
| Not at all true | 3 | 4 | 5 | 3 |
| A little true | 6 | 13 | 7 | 7 |
| Pretty much true | 25 | 16 | 25 | 25 |
| Very much true | 61 | 65 | 60 | 61 |
| Don't know | 6 | 2 | 4 | 5 |

Question HS/MS L.3: How true is each of these sentences about you and your family?... I feel proud of my family.

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

Table L5.2

Positive Affect

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| <i>In the last 30 days, how often did you...</i> | | | | |
| feel full of energy? | | | | |
| None of the time | 7 | 9 | 6 | 6 |
| A little of the time | 15 | 21 | 21 | 19 |
| Some of the time | 26 | 31 | 30 | 30 |
| Most of the time | 32 | 22 | 27 | 29 |
| All of the time | 15 | 10 | 10 | 10 |
| Don't know | 5 | 6 | 6 | 6 |
| feel happy? | | | | |
| None of the time | 2 | 4 | 3 | 2 |
| A little of the time | 9 | 15 | 14 | 9 |
| Some of the time | 20 | 28 | 25 | 28 |
| Most of the time | 46 | 33 | 43 | 49 |
| All of the time | 16 | 15 | 9 | 7 |
| Don't know | 6 | 6 | 6 | 5 |

Question HS/MS L.19, 20: In the last 30 days, how often did you... feel full of energy?... feel happy?

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

Table L5.2**Positive Affect – Continued**

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| <i>In the last 30 days, how often did you...</i> | | | | |
| feel proud? | | | | |
| None of the time | 7 | 9 | 6 | 4 |
| A little of the time | 15 | 17 | 17 | 17 |
| Some of the time | 19 | 29 | 32 | 36 |
| Most of the time | 37 | 24 | 25 | 25 |
| All of the time | 17 | 15 | 12 | 12 |
| Don't know | 5 | 6 | 8 | 6 |
| feel good about life? | | | | |
| None of the time | 4 | 4 | 4 | 4 |
| A little of the time | 15 | 13 | 13 | 12 |
| Some of the time | 18 | 33 | 28 | 31 |
| Most of the time | 32 | 22 | 34 | 33 |
| All of the time | 24 | 22 | 13 | 15 |
| Don't know | 6 | 6 | 7 | 5 |
| feel excited? | | | | |
| None of the time | 4 | 6 | 4 | 4 |
| A little of the time | 12 | 15 | 15 | 18 |
| Some of the time | 29 | 36 | 33 | 36 |
| Most of the time | 26 | 21 | 27 | 28 |
| All of the time | 21 | 15 | 12 | 10 |
| Don't know | 7 | 7 | 8 | 5 |
| feel strong? | | | | |
| None of the time | 6 | 9 | 4 | 9 |
| A little of the time | 15 | 12 | 20 | 14 |
| Some of the time | 18 | 29 | 24 | 22 |
| Most of the time | 32 | 24 | 24 | 30 |
| All of the time | 23 | 18 | 20 | 16 |
| Don't know | 7 | 8 | 8 | 9 |

Question HS/MS L.23, 25, 28, 30: In the last 30 days, how often did you... feel proud?... feel good about life?... feel excited?... feel strong?

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

Table L5.3***Negative Affect***

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| <i>In the last 30 days, how often did you...</i> | | | | |
| feel like everything is hard to do? | | | | |
| None of the time | 14 | 13 | 8 | 12 |
| A little of the time | 31 | 24 | 28 | 42 |
| Some of the time | 22 | 32 | 32 | 20 |
| Most of the time | 19 | 15 | 21 | 17 |
| All of the time | 7 | 9 | 6 | 4 |
| Don't know | 7 | 6 | 5 | 5 |
| feel like nothing makes you happy? | | | | |
| None of the time | 39 | 35 | 31 | 36 |
| A little of the time | 25 | 28 | 22 | 29 |
| Some of the time | 12 | 19 | 20 | 17 |
| Most of the time | 10 | 6 | 13 | 8 |
| All of the time | 6 | 6 | 5 | 4 |
| Don't know | 7 | 7 | 10 | 7 |
| feel restless, cannot stay still in one place? | | | | |
| None of the time | 13 | 14 | 8 | 16 |
| A little of the time | 22 | 18 | 28 | 24 |
| Some of the time | 23 | 26 | 26 | 22 |
| Most of the time | 20 | 21 | 21 | 23 |
| All of the time | 15 | 13 | 8 | 9 |
| Don't know | 8 | 7 | 8 | 5 |

Question HS/MS L.21, 22, 24: In the last 30 days, how often did you... feel like everything is hard to do?... feel like nothing makes you happy?... feel restless, cannot stay still in one place?

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

Table L5.3***Negative Affect – Continued***

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| <i>In the last 30 days, how often did you...</i> | | | | |
| feel nervous? | | | | |
| None of the time | 6 | 12 | 6 | 7 |
| A little of the time | 27 | 16 | 25 | 24 |
| Some of the time | 26 | 31 | 30 | 33 |
| Most of the time | 24 | 18 | 24 | 16 |
| All of the time | 12 | 17 | 8 | 13 |
| Don't know | 5 | 6 | 8 | 7 |
| feel that you do not have much hope? | | | | |
| None of the time | 36 | 32 | 34 | 38 |
| A little of the time | 23 | 27 | 26 | 30 |
| Some of the time | 14 | 20 | 16 | 13 |
| Most of the time | 10 | 7 | 11 | 11 |
| All of the time | 9 | 7 | 4 | 2 |
| Don't know | 9 | 7 | 9 | 7 |
| feel like you are not important? | | | | |
| None of the time | 39 | 33 | 35 | 35 |
| A little of the time | 20 | 22 | 22 | 27 |
| Some of the time | 11 | 18 | 17 | 14 |
| Most of the time | 13 | 10 | 11 | 12 |
| All of the time | 8 | 10 | 7 | 7 |
| Don't know | 9 | 8 | 8 | 5 |

Question HS/MS L.26, 27, 29: In the last 30 days, how often did you... feel nervous?... feel that you do not have much hope?... feel like you are not important?

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

Table L5.4***Worry About a Family Member Deployed Outside USA***

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| No one in my family is in the military | 49 | 50 | 52 | 66 |
| Not true | 13 | 13 | 11 | 14 |
| A little true | 6 | 9 | 12 | 7 |
| Pretty much true | 9 | 5 | 6 | 2 |
| Very much true | 10 | 5 | 9 | 2 |
| Don't know | 13 | 18 | 10 | 10 |

Question HS/MS L.38: How true is each of these sentences?... I worry about a family member who is serving in the military outside the USA.

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

6. Family Relocation and Deployment

Table L6.1

Family Relocation and Impact on Schooling

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| In the last five years, how many times did you change your school because your family had to move? | | | | |
| I did not change schools | 48 | 57 | 52 | 68 |
| Once | 28 | 23 | 27 | 18 |
| Twice | 7 | 9 | 9 | 5 |
| Three times | 5 | 6 | 6 | 6 |
| Four times | 4 | 3 | 3 | 1 |
| More than four times | 4 | 1 | 1 | 1 |
| Don't know | 5 | 1 | 4 | 2 |
| If you changed schools, did you have any difficulties because your course credit earned at your previous school was not counted in your new school? | | | | |
| I did not change schools. | 45 | 49 | 48 | 66 |
| I did not have any problems. | 27 | 27 | 22 | 14 |
| I had minor problems. | 14 | 11 | 16 | 14 |
| I had serious problems when I changed schools. | 4 | 4 | 2 | 2 |
| Don't know | 11 | 9 | 13 | 3 |

Question HS/MS L.31, 32: In the last five years, how many times did you change your school because your family had to move?... If you changed schools, did you have any difficulties because your course credit earned at your previous school was not counted in your new school?

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

Table L6.2***Deployment of Family Members Outside USA, Last 10 Years***

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---------------|--------------|---------------|---------------|---------------|
| Never | 55 | 61 | 60 | 75 |
| Once | 11 | 6 | 7 | 4 |
| Twice or more | 26 | 24 | 27 | 14 |
| Don't know | 9 | 9 | 6 | 7 |

Question HS/MS L.33: As far as you can remember, how many times in the last 10 years did any member of your family leave home and serve (deploy) outside the USA?

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

Table L6.3***Travel Experience***

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| I have traveled a lot and have seen many interesting places. | | | | |
| Not at all true | 9 | 11 | 9 | 11 |
| A little true | 11 | 15 | 19 | 21 |
| Pretty much true | 24 | 26 | 21 | 21 |
| Very much true | 49 | 46 | 47 | 41 |
| Don't know | 6 | 2 | 4 | 5 |

Question HS/MS L.8: How true is each of these sentences about you and your family?... I have traveled a lot and have seen many interesting places.

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

7. Future Plans

Table L7.1

Desire to Join Military

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| When I grow up, I would like to join the military. | | | | |
| Not at all true | 56 | 62 | 59 | 73 |
| A little true | 13 | 11 | 9 | 8 |
| Pretty much true | 11 | 6 | 10 | 6 |
| Very much true | 7 | 11 | 12 | 8 |
| Don't know | 14 | 10 | 10 | 6 |

Question HS/MS L.12: How true is each of these sentences about you and your family?... When I grow up, I would like to join the military (Army, Navy, Marines, Air Force, National Guard, or Reserves).

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

8. Disaggregated Results by Military-Connected Family Status

Table L8.1

Student Sample for Military-Connected School Module, by Military-Connected Family Status

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---------------------------------------|---------|----------|----------|----------|
| <i>Student Sample</i> | | | | |
| Military-connected family | 54 | 52 | 48 | 28 |
| Non-military-connected family (other) | 126 | 120 | 124 | 130 |

Notes: Military-connected students are respondents who report that either or both their father or mother is currently in the military. Non-military-connected or other students are respondents who provide data to the Military-Connected School Module but indicate that neither their father nor mother is currently in the military.

Table L8.2
Family Support by Military-Connected Family Status

| | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|--|---------|-------|----------|-------|----------|-------|----------|-------|
| | Mil. | Other | Mil. | Other | Mil. | Other | Mil. | Other |
| | % | % | % | % | % | % | % | % |
| My family is very close and we support each other. | | | | | | | | |
| Not at all true | 2 | 4 | 10 | 8 | 11 | 8 | 11 | 4 |
| A little true | 13 | 7 | 10 | 13 | 7 | 12 | 7 | 12 |
| Pretty much true | 30 | 24 | 27 | 19 | 27 | 31 | 32 | 24 |
| Very much true | 52 | 58 | 50 | 57 | 55 | 45 | 46 | 55 |
| Don't know | 4 | 7 | 2 | 3 | 0 | 4 | 4 | 4 |
| My family gets support from relatives and friends. | | | | | | | | |
| Not at all true | 4 | 4 | 6 | 6 | 5 | 8 | 7 | 6 |
| A little true | 11 | 9 | 15 | 13 | 14 | 12 | 18 | 11 |
| Pretty much true | 13 | 26 | 27 | 21 | 39 | 28 | 25 | 26 |
| Very much true | 69 | 53 | 50 | 56 | 43 | 47 | 46 | 52 |
| Don't know | 4 | 8 | 2 | 4 | 0 | 6 | 4 | 5 |
| I feel supported by other families in my community. | | | | | | | | |
| Not at all true | 9 | 8 | 13 | 8 | 9 | 10 | 4 | 12 |
| A little true | 17 | 11 | 21 | 14 | 23 | 15 | 18 | 16 |
| Pretty much true | 19 | 33 | 17 | 28 | 30 | 24 | 32 | 20 |
| Very much true | 48 | 42 | 43 | 44 | 37 | 44 | 43 | 46 |
| Don't know | 7 | 8 | 6 | 6 | 0 | 7 | 4 | 6 |

Question HS/MS L.4-6: How true is each of these sentences about you and your family?... My family is very close and we support each other... My family gets support from relatives and friends... I feel supported by other families in my community.

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

Table L8.3
Perceived Responsibilities by Military-Connected Family Status

| | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|--|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % |
| I feel that I have more responsibilities at home than my friends. | | | | | | | | |
| Not at all true | 22 | 31 | 23 | 36 | 30 | 34 | 36 | 41 |
| A little true | 20 | 23 | 23 | 21 | 16 | 18 | 18 | 20 |
| Pretty much true | 15 | 18 | 17 | 15 | 23 | 13 | 18 | 11 |
| Very much true | 30 | 19 | 27 | 24 | 27 | 28 | 11 | 23 |
| Don't know | 13 | 8 | 10 | 4 | 5 | 8 | 18 | 6 |

Question HS/MS L.7: How true is each of these sentences about you and your family?... I feel that I have more responsibilities at home (like chores) than my friends.

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

Table L8.4
Perceived Internal Strengths by Military-Connected Family Status

| | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|--|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % |
| I am more independent than many of my friends. | | | | | | | | |
| Not at all true | 13 | 7 | 6 | 6 | 5 | 7 | 7 | 12 |
| A little true | 17 | 20 | 27 | 21 | 14 | 15 | 21 | 21 |
| Pretty much true | 26 | 23 | 10 | 24 | 30 | 20 | 14 | 23 |
| Very much true | 31 | 38 | 50 | 41 | 45 | 50 | 43 | 38 |
| Don't know | 13 | 13 | 6 | 8 | 7 | 8 | 14 | 6 |
| I know how to solve problems in my life better than most of my friends. | | | | | | | | |
| Not at all true | 15 | 8 | 8 | 6 | 7 | 3 | 7 | 7 |
| A little true | 11 | 14 | 21 | 12 | 14 | 18 | 25 | 25 |
| Pretty much true | 26 | 32 | 27 | 29 | 36 | 22 | 21 | 26 |
| Very much true | 37 | 33 | 35 | 43 | 34 | 51 | 29 | 31 |
| Don't know | 11 | 14 | 8 | 9 | 9 | 6 | 18 | 10 |

Question HS/MS L.9, 10: How true is each of these sentences about you and your family?... I am more independent than many of my friends... I know how to solve problems in my life better than most of my friends.

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

Table L8.5
Interest in Helping Others by Military-Connected Family Status

| | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|---|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % |
| I am more interested in volunteering and helping others than are many of my friends. | | | | | | | | |
| Not at all true | 14 | 11 | 15 | 21 | 17 | 17 | 25 | 21 |
| A little true | 25 | 28 | 30 | 21 | 19 | 23 | 38 | 30 |
| Pretty much true | 24 | 25 | 26 | 17 | 26 | 23 | 17 | 19 |
| Very much true | 22 | 20 | 21 | 25 | 26 | 21 | 8 | 19 |
| Don't know | 16 | 15 | 9 | 17 | 12 | 15 | 13 | 11 |

Question HS/MS L.11: How true is each of these sentences about you and your family?... I am more interested in volunteering and helping others than are many of my friends.

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

Table L8.6
School Connections by Military-Connected Family Status

| | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|---|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % |
| Adults in this school respect my family. | | | | | | | | |
| Not at all true | 6 | 3 | 0 | 3 | 0 | 7 | 4 | 7 |
| A little true | 10 | 8 | 15 | 14 | 10 | 12 | 4 | 13 |
| Pretty much true | 34 | 30 | 39 | 31 | 33 | 35 | 38 | 38 |
| Very much true | 28 | 36 | 28 | 38 | 48 | 24 | 38 | 26 |
| Don't know | 22 | 24 | 17 | 15 | 10 | 22 | 17 | 16 |
| I have a hard time paying attention in school. | | | | | | | | |
| Not at all true | 31 | 23 | 19 | 20 | 29 | 19 | 17 | 23 |
| A little true | 37 | 34 | 34 | 41 | 29 | 36 | 52 | 35 |
| Pretty much true | 12 | 20 | 19 | 12 | 26 | 24 | 17 | 15 |
| Very much true | 12 | 16 | 23 | 21 | 14 | 13 | 4 | 23 |
| Don't know | 8 | 7 | 4 | 7 | 2 | 8 | 9 | 4 |
| My parents help me with my school work. | | | | | | | | |
| Not at all true | 18 | 16 | 19 | 29 | 19 | 30 | 26 | 39 |
| A little true | 27 | 25 | 25 | 14 | 31 | 20 | 30 | 27 |
| Pretty much true | 25 | 31 | 27 | 24 | 31 | 25 | 22 | 10 |
| Very much true | 24 | 21 | 27 | 25 | 17 | 14 | 13 | 18 |
| Don't know | 6 | 7 | 2 | 8 | 2 | 10 | 9 | 5 |

Question HS/MS L.13-15: How true is each of these sentences about you and your family?... Adults in this school respect my family... I have a hard time paying attention in school... My parents help me with my school work.

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

Table L8.6
School Connections by Military-Connected Family Status – Continued

| | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|---|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % |
| My parents come to school to meet my teachers or to attend events. | | | | | | | | |
| Not at all true | 14 | 11 | 13 | 18 | 10 | 26 | 9 | 29 |
| A little true | 14 | 14 | 19 | 16 | 24 | 18 | 35 | 22 |
| Pretty much true | 27 | 36 | 32 | 23 | 40 | 21 | 17 | 19 |
| Very much true | 33 | 32 | 34 | 36 | 24 | 23 | 30 | 26 |
| Don't know | 12 | 8 | 2 | 7 | 2 | 12 | 9 | 4 |

Question HS/MS L.16: How true is each of these sentences about you and your family?... My parents come to school to meet my teachers or to attend events (like parent nights, sports events, plays, or concerts).

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

Table L8.7
Peer Difficulties by Military-Connected Family Status

| | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|--|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % |
| Other students in school do not really understand my family life. | | | | | | | | |
| Not at all true | 22 | 22 | 17 | 25 | 29 | 19 | 22 | 32 |
| A little true | 16 | 25 | 23 | 27 | 17 | 21 | 43 | 26 |
| Pretty much true | 22 | 16 | 21 | 17 | 31 | 21 | 17 | 21 |
| Very much true | 18 | 16 | 23 | 20 | 14 | 20 | 4 | 11 |
| Don't know | 24 | 20 | 15 | 12 | 10 | 20 | 13 | 11 |
| I have a hard time making friends because I have to change schools often. | | | | | | | | |
| Not at all true | 47 | 79 | 51 | 70 | 54 | 68 | 39 | 79 |
| A little true | 10 | 4 | 21 | 7 | 17 | 9 | 17 | 7 |
| Pretty much true | 16 | 5 | 11 | 6 | 12 | 6 | 22 | 5 |
| Very much true | 16 | 3 | 13 | 10 | 10 | 7 | 13 | 4 |
| Don't know | 12 | 8 | 4 | 7 | 7 | 10 | 9 | 5 |

Question HS/MS L.17, 18: How true is each of these sentences about you and your family?... Other students in school do not really understand my family life... I have a hard time making friends because I have to change schools often.

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

Table L8.8
Family Pride by Military-Connected Family Status

| | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|-----------------------------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % |
| I feel proud of my family. | | | | | | | | |
| Not at all true | 2 | 3 | 4 | 4 | 7 | 4 | 0 | 3 |
| A little true | 6 | 6 | 15 | 12 | 5 | 8 | 14 | 5 |
| Pretty much true | 30 | 23 | 19 | 15 | 25 | 24 | 32 | 24 |
| Very much true | 59 | 62 | 60 | 66 | 64 | 59 | 50 | 63 |
| Don't know | 4 | 7 | 2 | 3 | 0 | 5 | 4 | 5 |

Question HS/MS L.3: How true is each of these sentences about you and your family?... I feel proud of my family.

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

Table L8.9
Positive Affect by Military-Connected Family Status

| | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|---|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % |
| <i>In the last 30 days, how often did you...</i> | | | | | | | | |
| <i>feel full of energy?</i> | | | | | | | | |
| None of the time | 6 | 7 | 13 | 7 | 5 | 7 | 4 | 6 |
| A little of the time | 24 | 10 | 33 | 16 | 24 | 20 | 13 | 21 |
| Some of the time | 29 | 25 | 25 | 34 | 24 | 33 | 43 | 28 |
| Most of the time | 16 | 38 | 15 | 25 | 33 | 24 | 17 | 31 |
| All of the time | 16 | 15 | 8 | 11 | 10 | 10 | 13 | 9 |
| Don't know | 8 | 4 | 6 | 6 | 5 | 6 | 9 | 5 |
| <i>feel happy?</i> | | | | | | | | |
| None of the time | 4 | 2 | 4 | 4 | 2 | 3 | 0 | 3 |
| A little of the time | 18 | 5 | 21 | 13 | 19 | 12 | 4 | 9 |
| Some of the time | 27 | 17 | 33 | 25 | 21 | 26 | 30 | 27 |
| Most of the time | 29 | 54 | 23 | 37 | 40 | 43 | 52 | 49 |
| All of the time | 12 | 18 | 15 | 15 | 10 | 9 | 4 | 8 |
| Don't know | 10 | 4 | 4 | 6 | 7 | 6 | 9 | 4 |

Question HS/MS L.19, 20: In the last 30 days, how often did you... feel full of energy?... feel happy?

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

Table L8.9
Positive Affect by Military-Connected Family Status – Continued

| | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|---|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % |
| <i>In the last 30 days, how often did you... feel proud?</i> | | | | | | | | |
| None of the time | 10 | 6 | 13 | 7 | 5 | 7 | 4 | 4 |
| A little of the time | 24 | 10 | 25 | 13 | 17 | 17 | 22 | 17 |
| Some of the time | 14 | 21 | 29 | 30 | 31 | 33 | 35 | 36 |
| Most of the time | 31 | 39 | 17 | 27 | 26 | 24 | 17 | 26 |
| All of the time | 12 | 19 | 13 | 16 | 17 | 10 | 9 | 13 |
| Don't know | 8 | 4 | 4 | 7 | 5 | 9 | 13 | 4 |
| <i>feel good about life?</i> | | | | | | | | |
| None of the time | 4 | 3 | 6 | 4 | 10 | 3 | 0 | 4 |
| A little of the time | 20 | 13 | 23 | 8 | 14 | 13 | 17 | 10 |
| Some of the time | 29 | 14 | 29 | 34 | 26 | 29 | 26 | 32 |
| Most of the time | 14 | 40 | 17 | 24 | 29 | 37 | 30 | 34 |
| All of the time | 24 | 24 | 21 | 22 | 17 | 11 | 13 | 16 |
| Don't know | 8 | 5 | 4 | 7 | 5 | 8 | 13 | 3 |

Question HS/MS L.23, 25: In the last 30 days, how often did you... feel proud?... feel good about life?

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

Table L8.9
Positive Affect by Military-Connected Family Status – Continued

| | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|---|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % |
| <i>In the last 30 days, how often did you... feel excited?</i> | | | | | | | | |
| None of the time | 6 | 4 | 6 | 6 | 2 | 5 | 4 | 4 |
| A little of the time | 24 | 7 | 21 | 12 | 24 | 12 | 22 | 17 |
| Some of the time | 29 | 29 | 35 | 37 | 29 | 35 | 26 | 38 |
| Most of the time | 16 | 31 | 21 | 21 | 24 | 28 | 26 | 28 |
| All of the time | 12 | 25 | 13 | 17 | 14 | 11 | 13 | 10 |
| Don't know | 12 | 5 | 4 | 8 | 7 | 9 | 9 | 4 |
| <i>feel strong?</i> | | | | | | | | |
| None of the time | 6 | 6 | 10 | 8 | 2 | 4 | 4 | 10 |
| A little of the time | 20 | 12 | 15 | 10 | 21 | 20 | 17 | 14 |
| Some of the time | 20 | 17 | 27 | 31 | 21 | 25 | 30 | 21 |
| Most of the time | 18 | 38 | 25 | 23 | 19 | 25 | 26 | 30 |
| All of the time | 24 | 22 | 19 | 18 | 26 | 17 | 9 | 17 |
| Don't know | 10 | 5 | 4 | 10 | 10 | 8 | 13 | 8 |

Question HS/MS L.28, 30: In the last 30 days, how often did you... feel excited?... feel strong?

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

Table L8.10
Negative Affect by Military-Connected Family Status

| | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|---|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % |
| <i>In the last 30 days, how often did you... feel like everything is hard to do?</i> | | | | | | | | |
| None of the time | 12 | 15 | 13 | 13 | 12 | 7 | 9 | 12 |
| A little of the time | 27 | 32 | 29 | 21 | 19 | 31 | 39 | 43 |
| Some of the time | 22 | 22 | 27 | 35 | 40 | 29 | 17 | 21 |
| Most of the time | 24 | 17 | 21 | 13 | 12 | 25 | 26 | 15 |
| All of the time | 6 | 8 | 6 | 10 | 12 | 4 | 0 | 5 |
| Don't know | 8 | 6 | 4 | 7 | 5 | 5 | 9 | 4 |
| <i>feel like nothing makes you happy?</i> | | | | | | | | |
| None of the time | 33 | 42 | 38 | 33 | 31 | 30 | 23 | 39 |
| A little of the time | 24 | 25 | 23 | 30 | 17 | 23 | 23 | 30 |
| Some of the time | 16 | 11 | 23 | 18 | 21 | 19 | 36 | 13 |
| Most of the time | 10 | 11 | 6 | 6 | 14 | 13 | 5 | 9 |
| All of the time | 6 | 6 | 4 | 6 | 7 | 4 | 5 | 3 |
| Don't know | 10 | 6 | 6 | 7 | 10 | 10 | 9 | 6 |

Question HS/MS L.21, 22: In the last 30 days, how often did you... feel like everything is hard to do?... feel like nothing makes you happy?

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

Table L8.10

Negative Affect by Military-Connected Family Status – Continued

| | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|--|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % |
| <i>In the last 30 days, how often did you... feel restless, cannot stay still in one place?</i> | | | | | | | | |
| None of the time | 10 | 14 | 19 | 12 | 10 | 8 | 4 | 18 |
| A little of the time | 27 | 20 | 21 | 17 | 31 | 27 | 17 | 26 |
| Some of the time | 20 | 24 | 21 | 29 | 26 | 26 | 30 | 21 |
| Most of the time | 18 | 20 | 27 | 19 | 21 | 21 | 30 | 22 |
| All of the time | 16 | 14 | 8 | 16 | 5 | 10 | 9 | 9 |
| Don't know | 8 | 8 | 4 | 8 | 7 | 8 | 9 | 4 |
| <i>feel nervous?</i> | | | | | | | | |
| None of the time | 6 | 6 | 10 | 12 | 7 | 6 | 13 | 6 |
| A little of the time | 31 | 25 | 21 | 14 | 29 | 23 | 17 | 25 |
| Some of the time | 27 | 25 | 27 | 33 | 38 | 27 | 30 | 34 |
| Most of the time | 18 | 26 | 21 | 17 | 14 | 27 | 9 | 17 |
| All of the time | 10 | 13 | 17 | 17 | 5 | 9 | 17 | 12 |
| Don't know | 8 | 4 | 4 | 7 | 7 | 8 | 13 | 5 |

Question HS/MS L.24, 26: In the last 30 days, how often did you... feel restless, cannot stay still in one place?... feel nervous?

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

Table L8.10

Negative Affect by Military-Connected Family Status – Continued

| | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|--|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % |
| <i>In the last 30 days, how often did you... feel that you do not have much hope?</i> | | | | | | | | |
| None of the time | 38 | 36 | 33 | 32 | 45 | 30 | 35 | 38 |
| A little of the time | 13 | 27 | 29 | 26 | 17 | 30 | 30 | 30 |
| Some of the time | 19 | 12 | 17 | 21 | 19 | 15 | 13 | 13 |
| Most of the time | 13 | 9 | 10 | 6 | 5 | 14 | 9 | 11 |
| All of the time | 6 | 10 | 6 | 7 | 7 | 3 | 0 | 3 |
| Don't know | 13 | 7 | 4 | 8 | 7 | 10 | 13 | 5 |
| <i>feel like you are not important?</i> | | | | | | | | |
| None of the time | 33 | 41 | 29 | 35 | 43 | 32 | 39 | 34 |
| A little of the time | 21 | 20 | 27 | 19 | 17 | 24 | 17 | 29 |
| Some of the time | 17 | 9 | 17 | 19 | 24 | 15 | 13 | 15 |
| Most of the time | 10 | 14 | 15 | 7 | 2 | 14 | 9 | 13 |
| All of the time | 6 | 9 | 8 | 10 | 10 | 6 | 13 | 5 |
| Don't know | 13 | 7 | 4 | 9 | 5 | 9 | 9 | 4 |

Question HS/MS L.27, 29: In the last 30 days, how often did you... feel that you do not have much hope?... feel like you are not important?

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

Table L8.11

Family Relocation and Impact on Schooling by Military-Connected Family Status

| | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|--|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % |
| In the last five years, how many times did you change your school because your family had to move? | | | | | | | | |
| I did not change schools | 27 | 57 | 41 | 65 | 42 | 56 | 38 | 74 |
| Once | 20 | 31 | 29 | 20 | 16 | 31 | 17 | 18 |
| Twice | 16 | 3 | 14 | 6 | 19 | 5 | 13 | 3 |
| Three times | 12 | 2 | 6 | 6 | 14 | 3 | 17 | 3 |
| Four times | 10 | 1 | 8 | 1 | 9 | 0 | 0 | 1 |
| More than four times | 10 | 2 | 0 | 2 | 0 | 1 | 4 | 0 |
| Don't know | 4 | 5 | 2 | 0 | 0 | 5 | 13 | 0 |
| If you changed schools, did you have any difficulties because your course credit earned at your previous school was not counted in your new school? | | | | | | | | |
| I did not change schools. | 22 | 54 | 29 | 58 | 40 | 50 | 42 | 71 |
| I did not have any problems. | 33 | 24 | 33 | 24 | 19 | 23 | 13 | 14 |
| I had minor problems. | 27 | 9 | 14 | 10 | 26 | 12 | 25 | 12 |
| I had serious problems when I changed schools. | 6 | 3 | 6 | 4 | 5 | 1 | 8 | 1 |
| Don't know | 12 | 11 | 18 | 5 | 10 | 14 | 13 | 2 |

Question HS/MS L.31, 32: In the last five years, how many times did you change your school because your family had to move?... If you changed schools, did you have any difficulties because your course credit earned at your previous school was not counted in your new school?

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

Table L8.12

Deployment of Family Members Outside USA by Military-Connected Family Status, Last 10 Years

| | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|---------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % |
| Never | 6 | 76 | 19 | 80 | 14 | 77 | 21 | 87 |
| Once | 22 | 5 | 9 | 5 | 14 | 4 | 8 | 3 |
| Twice or more | 67 | 8 | 62 | 7 | 64 | 13 | 63 | 4 |
| Don't know | 4 | 11 | 11 | 9 | 7 | 6 | 8 | 6 |

Question HS/MS L.33: As far as you can remember, how many times in the last 10 years did any member of your family leave home and serve (deploy) outside the USA?

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

Table L8.13
Travel Experience by Military-Connected Family Status

| | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|---|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % |
| I have traveled a lot and have seen many interesting places. | | | | | | | | |
| Not at all true | 9 | 8 | 6 | 13 | 0 | 12 | 14 | 11 |
| A little true | 17 | 9 | 15 | 15 | 16 | 20 | 18 | 22 |
| Pretty much true | 20 | 26 | 31 | 23 | 27 | 19 | 18 | 22 |
| Very much true | 50 | 49 | 46 | 47 | 55 | 45 | 39 | 41 |
| Don't know | 4 | 8 | 2 | 3 | 2 | 4 | 11 | 4 |

Question HS/MS L.8: How true is each of these sentences about you and your family?... I have traveled a lot and have seen many interesting places.
Note: Cells are empty if there are less than 10 respondents.

Table L8.14
Desire to Join Military in the Future by Military-Connected Family Status

| | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|---|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % | Mil. % | Other % |
| When I grow up, I would like to join the military. | | | | | | | | |
| Not at all true | 33 | 66 | 52 | 66 | 48 | 63 | 58 | 75 |
| A little true | 20 | 9 | 13 | 10 | 7 | 10 | 13 | 8 |
| Pretty much true | 16 | 9 | 6 | 6 | 19 | 7 | 8 | 5 |
| Very much true | 12 | 5 | 19 | 8 | 21 | 8 | 13 | 7 |
| Don't know | 20 | 11 | 10 | 10 | 5 | 12 | 8 | 5 |

Question HS/MS L.12: How true is each of these sentences about you and your family?... When I grow up, I would like to join the military (Army, Navy, Marines, Air Force, National Guard, or Reserves).

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

School Climate Module

1. Module Sample

Table P1.1

Student Sample for School Climate Module

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-----------------------------------|---------|----------|----------|----------|
| <i>Student Sample Size</i> | | | | |
| Target sample | 259 | 255 | 254 | 265 |
| Final number | 212 | 202 | 189 | 184 |
| Response Rate | 82% | 79% | 74% | 69% |

2. Key Indicators of School Climate

Table P2.1

School Climate Scales

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % | Table |
|--|--------------|---------------|---------------|---------------|-------|
| Student learning environment [†] | 58 | 57 | 58 | 59 | P3.1 |
| Learning engagement climate [†] | 35 | 31 | 40 | 40 | P3.2 |
| Fairness and respect [†] | 46 | 44 | 45 | 45 | P4.1 |
| Racial/Ethnic conflict [†] | 14 | 13 | 17 | 15 | P4.2 |
| Respect for diversity [†] | 60 | 56 | 58 | 58 | P4.3 |
| Clarity of rules [†] | 64 | 54 | 58 | 60 | P5.1 |
| Disciplinary harshness [†] | 22 | 17 | 19 | 20 | P5.2 |
| Student peer relationships [†] | 54 | 50 | 54 | 54 | P6.1 |
| Support for social emotional learning [†] | 58 | 49 | 54 | 51 | P7.1 |
| Antibullying climate [†] | 38 | 32 | 37 | 39 | P8.1 |
| Quality of school facilities ^{†Φ} | 68 | 66 | 72 | 75 | P9.1 |
| Time for lunch [†] | 57 | 43 | 44 | 45 | P10.1 |

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

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

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

^Φ*In-school only.*

3. Student Learning Environment & Academic Engagement

Table P3.1

Student Learning Environment Questions

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Student learning environment | | | | |
| <i>Average reporting “Agree” or “Strongly agree”</i> | 58 | 57 | 58 | 59 |
| Adults at this school encourage me to work hard so I can be successful in college or at the job I choose. | | | | |
| Strongly disagree | 3 | 4 | 4 | 2 |
| Disagree | 7 | 7 | 7 | 5 |
| Neither disagree nor agree | 29 | 28 | 22 | 27 |
| Agree | 45 | 45 | 53 | 44 |
| Strongly agree | 15 | 16 | 14 | 22 |
| My teachers work hard to help me with my schoolwork when I need it. | | | | |
| Strongly disagree | 3 | 4 | 3 | 1 |
| Disagree | 5 | 4 | 6 | 4 |
| Neither disagree nor agree | 23 | 27 | 25 | 25 |
| Agree | 50 | 52 | 52 | 48 |
| Strongly agree | 20 | 13 | 14 | 21 |
| Teachers show how classroom lessons are helpful to students in real life. | | | | |
| Strongly disagree | 9 | 11 | 10 | 8 |
| Disagree | 15 | 16 | 13 | 15 |
| Neither disagree nor agree | 31 | 32 | 36 | 33 |
| Agree | 37 | 33 | 34 | 32 |
| Strongly agree | 8 | 7 | 8 | 12 |

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

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

Table P3.1***Student Learning Environment Questions – Continued***

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Teachers give students a chance to take part in classroom discussions or activities. | | | | |
| Strongly disagree | 3 | 3 | 3 | 1 |
| Disagree | 1 | 6 | 1 | 2 |
| Neither disagree nor agree | 18 | 18 | 21 | 24 |
| Agree | 60 | 58 | 59 | 52 |
| Strongly agree | 18 | 16 | 17 | 21 |
| Teachers go out of their way to help students. | | | | |
| Strongly disagree | 3 | 3 | 4 | 3 |
| Disagree | 6 | 9 | 11 | 3 |
| Neither disagree nor agree | 36 | 35 | 31 | 40 |
| Agree | 38 | 44 | 42 | 39 |
| Strongly agree | 16 | 11 | 12 | 16 |
| Teachers help students catch up when they return from an absence. | | | | |
| Strongly disagree | 4 | 8 | 6 | 6 |
| Disagree | 16 | 18 | 14 | 18 |
| Neither disagree nor agree | 37 | 33 | 39 | 32 |
| Agree | 35 | 33 | 32 | 35 |
| Strongly agree | 8 | 8 | 9 | 9 |
| My teachers give me useful feedback on my work. | | | | |
| Strongly disagree | 3 | 2 | 4 | 0 |
| Disagree | 8 | 10 | 8 | 8 |
| Neither disagree nor agree | 29 | 27 | 29 | 32 |
| Agree | 50 | 51 | 50 | 47 |
| Strongly agree | 9 | 10 | 9 | 12 |

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

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

Table P3.1***Student Learning Environment Questions – Continued***

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| This school is a supportive and inviting place for students to learn.^Ø (<i>In-School Only</i>) | | | | |
| Strongly disagree | 2 | 4 | 3 | 1 |
| Disagree | 4 | 6 | 7 | 4 |
| Neither disagree nor agree | 29 | 35 | 27 | 30 |
| Agree | 47 | 47 | 50 | 52 |
| Strongly agree | 17 | 9 | 13 | 13 |

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

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

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

^ØItem not included in the scale.

Table P3.2***Learning Engagement Climate Questions***

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Learning engagement climate | | | | |
| <i>Average reporting “Agree” or “Strongly agree”</i> | 35 | 31 | 40 | 40 |
| Students at this school are motivated to learn. | | | | |
| Strongly disagree | 6 | 9 | 7 | 4 |
| Disagree | 17 | 21 | 20 | 16 |
| Neither disagree nor agree | 47 | 43 | 34 | 40 |
| Agree | 28 | 23 | 34 | 33 |
| Strongly agree | 3 | 4 | 5 | 7 |
| Students pay attention in class. | | | | |
| Strongly disagree | 6 | 6 | 5 | 3 |
| Disagree | 14 | 13 | 13 | 18 |
| Neither disagree nor agree | 49 | 54 | 45 | 46 |
| Agree | 28 | 23 | 30 | 27 |
| Strongly agree | 3 | 4 | 7 | 6 |
| Students try their best in school. | | | | |
| Strongly disagree | 5 | 3 | 6 | 4 |
| Disagree | 12 | 15 | 8 | 12 |
| Neither disagree nor agree | 49 | 49 | 49 | 46 |
| Agree | 29 | 26 | 29 | 31 |
| Strongly agree | 4 | 7 | 7 | 7 |

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

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

Table P3.2***Learning Engagement Climate Questions – Continued***

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Students turn in their homework on time. | | | | |
| Strongly disagree | 4 | 4 | 2 | 1 |
| Disagree | 8 | 9 | 7 | 6 |
| Neither disagree nor agree | 44 | 52 | 45 | 44 |
| Agree | 43 | 31 | 39 | 42 |
| Strongly agree | 3 | 4 | 7 | 7 |
| Students usually follow the rules at school.^ø <i>(In-School Only)</i> | | | | |
| Strongly disagree | 3 | 4 | 3 | 3 |
| Disagree | 14 | 10 | 11 | 7 |
| Neither disagree nor agree | 37 | 44 | 39 | 38 |
| Agree | 39 | 35 | 39 | 46 |
| Strongly agree | 7 | 6 | 7 | 5 |

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

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

^øItem not included in the scale.

Table P3.3***School Promotes Academic Success***

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| This school promotes academic success for all students. | | | | |
| Strongly disagree | 4 | 2 | 3 | 2 |
| Disagree | 4 | 4 | 2 | 3 |
| Neither disagree nor agree | 22 | 28 | 27 | 28 |
| Agree | 56 | 52 | 54 | 50 |
| Strongly agree | 15 | 14 | 14 | 17 |

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

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

4. Fairness and Respect for Diversity

Table P4.1

Fairness and Respect Scale Questions

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Fairness and respect | | | | |
| <i>Average reporting “Agree” or “Strongly agree”</i> | 46 | 44 | 45 | 45 |
| Adults at this school treat all students with respect. | | | | |
| Strongly disagree | 4 | 6 | 5 | 5 |
| Disagree | 8 | 9 | 12 | 15 |
| Neither disagree nor agree | 34 | 30 | 33 | 33 |
| Agree | 41 | 45 | 40 | 37 |
| Strongly agree | 13 | 11 | 10 | 10 |
| Students treat teachers with respect. | | | | |
| Strongly disagree | 4 | 8 | 8 | 4 |
| Disagree | 16 | 18 | 13 | 14 |
| Neither disagree nor agree | 41 | 42 | 40 | 43 |
| Agree | 35 | 25 | 33 | 32 |
| Strongly agree | 4 | 8 | 6 | 7 |
| The school rules are fair. | | | | |
| Strongly disagree | 5 | 5 | 5 | 2 |
| Disagree | 8 | 7 | 8 | 11 |
| Neither disagree nor agree | 37 | 37 | 32 | 32 |
| Agree | 40 | 44 | 48 | 44 |
| Strongly agree | 9 | 8 | 7 | 11 |
| All students are treated fairly when they break school rules. | | | | |
| Strongly disagree | 7 | 6 | 5 | 9 |
| Disagree | 10 | 16 | 15 | 13 |
| Neither disagree nor agree | 42 | 41 | 42 | 41 |
| Agree | 31 | 28 | 32 | 28 |
| Strongly agree | 10 | 9 | 6 | 10 |

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

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

Table P4.2**Racial/Ethnic Conflict Scale Questions**

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Racial/Ethnic conflict | | | | |
| <i>Average reporting “Agree” or “Strongly agree”</i> | 14 | 13 | 17 | 15 |
| I have been disrespected by an adult at this school because of my race, ethnicity, or culture. | | | | |
| Strongly disagree | 39 | 37 | 35 | 41 |
| Disagree | 27 | 27 | 26 | 21 |
| Neither disagree nor agree | 21 | 25 | 24 | 25 |
| Agree | 11 | 7 | 10 | 8 |
| Strongly agree | 2 | 3 | 5 | 4 |
| There is a lot of tension in this school between people of different cultures, races, or ethnicities. | | | | |
| Strongly disagree | 24 | 22 | 19 | 21 |
| Disagree | 28 | 28 | 29 | 28 |
| Neither disagree nor agree | 34 | 34 | 32 | 33 |
| Agree | 13 | 11 | 12 | 14 |
| Strongly agree | 1 | 5 | 6 | 4 |

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

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

Table P4.3**Respect for Diversity Scale Questions**

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Respect for diversity | | | | |
| <i>Average reporting “Agree” or “Strongly agree”</i> | 60 | 56 | 58 | 58 |
| Students in this school respect each other’s differences. | | | | |
| Strongly disagree | 6 | 5 | 5 | 7 |
| Disagree | 13 | 14 | 11 | 9 |
| Neither disagree nor agree | 36 | 43 | 35 | 35 |
| Agree | 34 | 29 | 37 | 38 |
| Strongly agree | 11 | 9 | 12 | 10 |
| Adults/teachers in this school respect differences in students. | | | | |
| Strongly disagree | 2 | 3 | 3 | 2 |
| Disagree | 4 | 2 | 3 | 3 |
| Neither disagree nor agree | 21 | 28 | 27 | 24 |
| Agree | 51 | 48 | 44 | 52 |
| Strongly agree | 21 | 20 | 23 | 19 |
| Teachers show that they think it is important for students of different races and cultures at this school to get along with each other. | | | | |
| Strongly disagree | 1 | 2 | 3 | 0 |
| Disagree | 6 | 4 | 3 | 6 |
| Neither disagree nor agree | 29 | 32 | 34 | 37 |
| Agree | 48 | 48 | 40 | 41 |
| Strongly agree | 15 | 15 | 19 | 16 |

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

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

Table P4.4***Restorative Practices***

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict. | | | | |
| Strongly disagree | 7 | 8 | 6 | 6 |
| Disagree | 13 | 10 | 8 | 10 |
| Neither disagree nor agree | 39 | 41 | 47 | 49 |
| Agree | 33 | 32 | 30 | 30 |
| Strongly agree | 9 | 7 | 10 | 5 |

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

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

5. Disciplinary Environment

Table P5.1

Clarity of Rules Scale Questions

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Clarity of rules | | | | |
| <i>Average reporting “Agree” or “Strongly agree”</i> | 64 | 54 | 58 | 60 |
| This school clearly informs students what would happen if they break school rules. | | | | |
| Strongly disagree | 3 | 5 | 4 | 3 |
| Disagree | 5 | 10 | 9 | 6 |
| Neither disagree nor agree | 26 | 26 | 30 | 27 |
| Agree | 44 | 45 | 44 | 46 |
| Strongly agree | 22 | 14 | 14 | 18 |
| Rules in this school are made clear to students. | | | | |
| Strongly disagree | 3 | 5 | 5 | 2 |
| Disagree | 5 | 7 | 8 | 11 |
| Neither disagree nor agree | 34 | 39 | 34 | 33 |
| Agree | 43 | 40 | 46 | 42 |
| Strongly agree | 15 | 10 | 8 | 12 |
| This school makes it clear how students are expected to act. | | | | |
| Strongly disagree | 2 | 4 | 4 | 3 |
| Disagree | 3 | 4 | 2 | 5 |
| Neither disagree nor agree | 28 | 39 | 32 | 30 |
| Agree | 51 | 44 | 52 | 49 |
| Strongly agree | 16 | 9 | 10 | 13 |

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

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

Table P5.2***Disciplinary Harshness Scale Questions***

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Disciplinary harshness | | | | |
| <i>Average reporting “Agree” or “Strongly agree”</i> | 22 | 17 | 19 | 20 |
| The rules in this school are too strict. | | | | |
| Strongly disagree | 5 | 9 | 6 | 4 |
| Disagree | 28 | 29 | 30 | 33 |
| Neither disagree nor agree | 52 | 47 | 48 | 44 |
| Agree | 12 | 10 | 12 | 15 |
| Strongly agree | 3 | 5 | 3 | 3 |
| It is easy for students to get kicked out of class or get suspended. | | | | |
| Strongly disagree | 11 | 8 | 9 | 10 |
| Disagree | 32 | 41 | 43 | 41 |
| Neither disagree nor agree | 44 | 42 | 39 | 38 |
| Agree | 10 | 7 | 7 | 7 |
| Strongly agree | 3 | 3 | 2 | 3 |
| Students get in trouble for breaking small rules. | | | | |
| Strongly disagree | 6 | 7 | 5 | 5 |
| Disagree | 17 | 22 | 23 | 27 |
| Neither disagree nor agree | 40 | 43 | 39 | 38 |
| Agree | 29 | 21 | 27 | 21 |
| Strongly agree | 8 | 8 | 6 | 9 |

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

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

6. Student Peer Relationships

Table P6.1

Student Peer Relationships Scale Questions

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Student peer relationships | | | | |
| <i>Average reporting “Agree” or “Strongly agree”</i> | 54 | 50 | 54 | 54 |
| Students enjoy doing things with each other during school activities. | | | | |
| Strongly disagree | 4 | 4 | 5 | 1 |
| Disagree | 4 | 5 | 5 | 6 |
| Neither disagree nor agree | 27 | 32 | 27 | 34 |
| Agree | 56 | 47 | 50 | 47 |
| Strongly agree | 9 | 13 | 13 | 13 |
| Students care about each other. | | | | |
| Strongly disagree | 2 | 3 | 4 | 2 |
| Disagree | 7 | 8 | 10 | 8 |
| Neither disagree nor agree | 36 | 36 | 34 | 36 |
| Agree | 46 | 47 | 44 | 43 |
| Strongly agree | 9 | 7 | 8 | 11 |
| Students treat each other with respect. | | | | |
| Strongly disagree | 3 | 5 | 5 | 2 |
| Disagree | 11 | 10 | 13 | 9 |
| Neither disagree nor agree | 42 | 45 | 37 | 44 |
| Agree | 38 | 35 | 38 | 37 |
| Strongly agree | 6 | 5 | 7 | 8 |
| Students get along well with each other. | | | | |
| Strongly disagree | 3 | 5 | 3 | 1 |
| Disagree | 4 | 5 | 6 | 4 |
| Neither disagree nor agree | 39 | 44 | 36 | 37 |
| Agree | 47 | 40 | 48 | 47 |
| Strongly agree | 6 | 7 | 7 | 9 |

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

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

7. Social and Emotional Learning

Table P7.1

Support for Social Emotional Learning Scale Questions

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Support for social emotional learning | | | | |
| <i>Average reporting “Agree” or “Strongly agree”</i> | 58 | 49 | 54 | 51 |
| This school encourages students to feel responsible for how they act. | | | | |
| Strongly disagree | 2 | 5 | 4 | 3 |
| Disagree | 7 | 8 | 5 | 8 |
| Neither disagree nor agree | 29 | 38 | 32 | 32 |
| Agree | 50 | 42 | 48 | 47 |
| Strongly agree | 12 | 7 | 11 | 9 |
| This school encourages students to understand how others think and feel. | | | | |
| Strongly disagree | 3 | 5 | 4 | 5 |
| Disagree | 10 | 11 | 9 | 9 |
| Neither disagree nor agree | 27 | 31 | 32 | 30 |
| Agree | 47 | 45 | 43 | 45 |
| Strongly agree | 13 | 9 | 12 | 11 |
| Students are taught that they can control their own behavior. | | | | |
| Strongly disagree | 3 | 6 | 3 | 4 |
| Disagree | 7 | 9 | 6 | 8 |
| Neither disagree nor agree | 30 | 34 | 33 | 39 |
| Agree | 48 | 45 | 48 | 39 |
| Strongly agree | 11 | 8 | 10 | 11 |

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

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

Table P7.1**Support for Social Emotional Learning Scale Questions – Continued**

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| This school helps students resolve conflicts with one another. | | | | |
| Strongly disagree | 6 | 9 | 7 | 8 |
| Disagree | 16 | 17 | 13 | 17 |
| Neither disagree nor agree | 37 | 42 | 41 | 41 |
| Agree | 33 | 26 | 32 | 28 |
| Strongly agree | 7 | 7 | 6 | 7 |
| This school encourages students to care about how others feel. | | | | |
| Strongly disagree | 3 | 5 | 4 | 4 |
| Disagree | 9 | 9 | 7 | 4 |
| Neither disagree nor agree | 29 | 37 | 35 | 40 |
| Agree | 48 | 40 | 45 | 41 |
| Strongly agree | 11 | 9 | 9 | 11 |
| Teachers here make it clear to students that bullying is not tolerated. | | | | |
| Strongly disagree | 3 | 6 | 4 | 3 |
| Disagree | 5 | 7 | 5 | 9 |
| Neither disagree nor agree | 22 | 33 | 30 | 29 |
| Agree | 45 | 41 | 44 | 39 |
| Strongly agree | 25 | 13 | 16 | 19 |

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

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

8. School Antibullying Climate

Table P8.1

Antibullying Climate Scale Questions

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Antibullying climate | | | | |
| <i>Average reporting “Agree” or “Strongly agree”</i> | 38 | 32 | 37 | 39 |
| If another student was bullying me, I would tell one of the teachers or staff at school. | | | | |
| Strongly disagree | 11 | 10 | 17 | 15 |
| Disagree | 16 | 19 | 17 | 12 |
| Neither disagree nor agree | 34 | 38 | 28 | 32 |
| Agree | 28 | 23 | 26 | 30 |
| Strongly agree | 11 | 11 | 11 | 11 |
| Students tell teachers when other students are being bullied. | | | | |
| Strongly disagree | 12 | 13 | 15 | 13 |
| Disagree | 16 | 23 | 18 | 21 |
| Neither disagree nor agree | 43 | 39 | 37 | 38 |
| Agree | 24 | 21 | 23 | 22 |
| Strongly agree | 5 | 5 | 6 | 5 |
| If I tell a teacher that someone is bullying me, the teacher will do something to help. | | | | |
| Strongly disagree | 4 | 4 | 5 | 4 |
| Disagree | 6 | 7 | 6 | 6 |
| Neither disagree nor agree | 34 | 41 | 36 | 33 |
| Agree | 41 | 38 | 40 | 42 |
| Strongly agree | 14 | 10 | 13 | 15 |

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

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

Table P8.1***Antibullying Climate Scale Questions – Continued***

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Students here try to stop bullying when they see it happening. | | | | |
| Strongly disagree | 10 | 10 | 9 | 8 |
| Disagree | 15 | 20 | 18 | 17 |
| Neither disagree nor agree | 45 | 49 | 45 | 44 |
| Agree | 26 | 16 | 22 | 23 |
| Strongly agree | 4 | 6 | 6 | 8 |

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

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

9. School Physical Environment

Table P9.1

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

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Quality of school facilities | | | | |
| <i>Average reporting “Agree” or “Strongly agree”</i> | 68 | 66 | 72 | 75 |
| My school is usually clean and tidy. | | | | |
| Strongly disagree | 0 | 3 | 1 | 1 |
| Disagree | 6 | 8 | 2 | 5 |
| Neither disagree nor agree | 25 | 17 | 19 | 13 |
| Agree | 58 | 55 | 56 | 60 |
| Strongly agree | 11 | 16 | 22 | 21 |
| The schoolyard and buildings are clean and in good condition. | | | | |
| Strongly disagree | 3 | 3 | 4 | 1 |
| Disagree | 5 | 4 | 3 | 3 |
| Neither disagree nor agree | 25 | 30 | 26 | 24 |
| Agree | 54 | 44 | 47 | 51 |
| Strongly agree | 14 | 18 | 20 | 21 |
| The school grounds are kept clean. | | | | |
| Strongly disagree | 3 | 2 | 3 | 2 |
| Disagree | 5 | 6 | 2 | 2 |
| Neither disagree nor agree | 26 | 29 | 26 | 24 |
| Agree | 54 | 47 | 51 | 55 |
| Strongly agree | 13 | 16 | 18 | 17 |

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

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

Table P9.2***Classroom Crowding (In-School Only)***

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| My classroom is so crowded it is hard to concentrate and learn. | | | | |
| Strongly disagree | 12 | 13 | 11 | 13 |
| Disagree | 37 | 41 | 42 | 44 |
| Neither disagree nor agree | 31 | 33 | 30 | 30 |
| Agree | 18 | 9 | 9 | 10 |
| Strongly agree | 2 | 4 | 7 | 2 |

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

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

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

10. Scheduled Lunch and Drinkable Water

Table P10.1

Time for Lunch Scale Questions

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Time for lunch | | | | |
| <i>Average reporting “Agree” or “Strongly agree”</i> | 57 | 43 | 44 | 45 |
| I eat my lunch at the right time of day. | | | | |
| Strongly disagree | 5 | 5 | 5 | 4 |
| Disagree | 4 | 8 | 8 | 7 |
| Neither disagree nor agree | 26 | 33 | 30 | 30 |
| Agree | 53 | 43 | 44 | 46 |
| Strongly agree | 11 | 12 | 13 | 12 |
| I have plenty of time to eat my lunch. | | | | |
| Strongly disagree | 9 | 21 | 24 | 20 |
| Disagree | 18 | 22 | 25 | 28 |
| Neither disagree nor agree | 24 | 24 | 20 | 20 |
| Agree | 39 | 23 | 22 | 25 |
| Strongly agree | 10 | 8 | 8 | 6 |

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

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

Table P10.2***Clean and Drinkable Water (In-School Only)***

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| This school has clean and drinkable water. | | | | |
| Strongly disagree | 4 | 4 | 4 | 2 |
| Disagree | 4 | 5 | 3 | 4 |
| Neither disagree nor agree | 21 | 29 | 21 | 21 |
| Agree | 52 | 41 | 48 | 45 |
| Strongly agree | 19 | 21 | 23 | 28 |

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

This school has clean and drinkable water.

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

Social Emotional Health Module

1. Module Sample

Table R1.1

Student Sample for Social Emotional Health Module

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-----------------------------------|---------|----------|----------|----------|
| <i>Student Sample Size</i> | | | | |
| Target sample | 259 | 255 | 254 | 265 |
| Final number | 198 | 190 | 177 | 177 |
| Response Rate | 76% | 75% | 70% | 67% |

2. Summary of Key Indicators

Table R2.1

Key Indicators of Social Emotional Health

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % | Table |
|------------------------------------|--------------|---------------|---------------|---------------|-------|
| Covitality[†] | 72 | 66 | 70 | 72 | |
| Belief in self [†] | 71 | 63 | 69 | 68 | R2.2 |
| Belief in others [†] | 78 | 73 | 76 | 80 | R2.2 |
| Emotional competence [†] | 77 | 74 | 79 | 80 | R2.2 |
| Engaged living [†] | 64 | 53 | 59 | 58 | R2.2 |
| Growth mindset[‡] | 68 | 70 | 73 | 73 | R7.1 |
| Goals[†] | 83 | 81 | 82 | 87 | R8.1 |
| Collaboration[†] | 72 | 70 | 74 | 70 | R9.1 |
| Problem solving[†] | 60 | 53 | 62 | 60 | 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 9 % | Grade 10 % | Grade 11 % | Grade 12 % | Table |
|-----------------------------|--------------|---------------|---------------|---------------|-------|
| Belief in self | 71 | 63 | 69 | 68 | |
| Self-efficacy | 85 | 77 | 85 | 85 | R3.1 |
| Self-awareness | 73 | 66 | 71 | 74 | R3.2 |
| Persistence | 55 | 48 | 49 | 45 | R3.3 |
| Belief in others | 78 | 73 | 76 | 80 | |
| School supports | 76 | 71 | 77 | 80 | R4.1 |
| Family connectedness | 82 | 72 | 72 | 75 | R4.2 |
| Peer supports | 76 | 78 | 78 | 84 | R4.3 |
| Emotional competence | 77 | 74 | 79 | 80 | |
| Emotional regulation | 80 | 76 | 82 | 82 | R5.1 |
| Empathy | 79 | 80 | 81 | 83 | R5.2 |
| Behavioral self-control | 73 | 67 | 73 | 73 | R5.3 |
| Engaged living | 64 | 53 | 59 | 58 | |
| Optimism | 56 | 44 | 51 | 51 | R6.1 |
| Gratitude | 74 | 66 | 70 | 71 | R6.2 |
| Zest | 59 | 49 | 56 | 54 | 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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Self-efficacy | | | | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 85 | 77 | 85 | 85 |
| I can work out my problems. | | | | |
| Not at all true | 2 | 3 | 2 | 3 |
| A little true | 13 | 18 | 13 | 13 |
| Pretty much true | 56 | 52 | 50 | 44 |
| Very much true | 29 | 26 | 36 | 40 |
| I can do most things if I try. | | | | |
| Not at all true | 1 | 3 | 2 | 3 |
| A little true | 10 | 18 | 9 | 9 |
| Pretty much true | 46 | 47 | 47 | 41 |
| Very much true | 42 | 32 | 42 | 48 |
| There are many things that I do well. | | | | |
| Not at all true | 2 | 6 | 4 | 2 |
| A little true | 16 | 22 | 14 | 15 |
| Pretty much true | 45 | 43 | 44 | 45 |
| Very much true | 37 | 30 | 38 | 38 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Self-awareness | | | | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 73 | 66 | 71 | 74 |
| There is a purpose to my life. | | | | |
| Not at all true | 10 | 8 | 8 | 4 |
| A little true | 16 | 24 | 17 | 17 |
| Pretty much true | 38 | 32 | 38 | 35 |
| Very much true | 36 | 36 | 38 | 45 |
| I understand my moods and feelings. | | | | |
| Not at all true | 6 | 8 | 7 | 6 |
| A little true | 22 | 28 | 26 | 25 |
| Pretty much true | 49 | 42 | 44 | 45 |
| Very much true | 24 | 21 | 23 | 25 |
| I understand why I do what I do. | | | | |
| Not at all true | 7 | 8 | 8 | 5 |
| A little true | 18 | 25 | 19 | 20 |
| Pretty much true | 51 | 40 | 45 | 41 |
| Very much true | 23 | 27 | 27 | 34 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Persistence | | | | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 55 | 48 | 49 | 45 |
| When I do not understand something, I ask the teacher again and again until I understand. | | | | |
| Not at all true | 14 | 17 | 18 | 23 |
| A little true | 36 | 34 | 35 | 31 |
| Pretty much true | 31 | 35 | 29 | 28 |
| Very much true | 18 | 14 | 18 | 18 |
| I try to answer all the questions asked in class. | | | | |
| Not at all true | 17 | 17 | 21 | 26 |
| A little true | 31 | 41 | 29 | 29 |
| Pretty much true | 36 | 32 | 34 | 28 |
| Very much true | 15 | 10 | 16 | 18 |
| When I try to solve a math problem, I will not stop until I find a final solution. | | | | |
| Not at all true | 10 | 18 | 19 | 25 |
| A little true | 26 | 30 | 33 | 30 |
| Pretty much true | 38 | 35 | 33 | 28 |
| Very much true | 26 | 17 | 15 | 16 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| School supports | | | | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 76 | 71 | 77 | 80 |
| <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 | 2 | 5 | 2 | 3 |
| A little true | 14 | 17 | 15 | 13 |
| Pretty much true | 42 | 42 | 46 | 38 |
| Very much true | 42 | 36 | 37 | 46 |
| <i>who listens to me when I have something to say.</i> | | | | |
| Not at all true | 5 | 8 | 5 | 5 |
| A little true | 25 | 25 | 20 | 19 |
| Pretty much true | 43 | 41 | 44 | 38 |
| Very much true | 27 | 26 | 31 | 38 |
| <i>who believes that I will be a success.</i> | | | | |
| Not at all true | 5 | 7 | 7 | 5 |
| A little true | 22 | 24 | 19 | 16 |
| Pretty much true | 39 | 38 | 43 | 35 |
| Very much true | 35 | 31 | 31 | 44 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Family connectedness | | | | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 82 | 72 | 72 | 75 |
| My family members really help and support one another. | | | | |
| Not at all true | 3 | 6 | 4 | 6 |
| A little true | 16 | 17 | 19 | 17 |
| Pretty much true | 37 | 36 | 37 | 35 |
| Very much true | 45 | 41 | 40 | 43 |
| There is a feeling of togetherness in my family. | | | | |
| Not at all true | 6 | 11 | 10 | 9 |
| A little true | 11 | 18 | 19 | 16 |
| Pretty much true | 39 | 30 | 35 | 33 |
| Very much true | 44 | 41 | 36 | 42 |
| My family really gets along well with each other. | | | | |
| Not at all true | 8 | 12 | 10 | 9 |
| A little true | 12 | 19 | 22 | 18 |
| Pretty much true | 44 | 32 | 34 | 37 |
| Very much true | 36 | 37 | 34 | 36 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Peer supports | | | | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 76 | 78 | 78 | 84 |
| I have a friend my age who really cares about me. | | | | |
| Not at all true | 4 | 2 | 3 | 3 |
| A little true | 13 | 15 | 15 | 7 |
| Pretty much true | 34 | 31 | 28 | 28 |
| Very much true | 50 | 52 | 54 | 62 |
| I have a friend my age who talks with me about my problems. | | | | |
| Not at all true | 12 | 10 | 6 | 5 |
| A little true | 20 | 15 | 16 | 15 |
| Pretty much true | 29 | 37 | 29 | 26 |
| Very much true | 39 | 38 | 49 | 53 |
| I have a friend my age who helps me when I’m having a hard time. | | | | |
| Not at all true | 7 | 7 | 8 | 4 |
| A little true | 15 | 18 | 16 | 13 |
| Pretty much true | 35 | 33 | 28 | 27 |
| Very much true | 42 | 42 | 48 | 56 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Emotional Regulation | | | | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 80 | 76 | 82 | 82 |
| I accept responsibility for my actions. | | | | |
| Not at all true | 2 | 2 | 2 | 1 |
| A little true | 13 | 13 | 13 | 10 |
| Pretty much true | 49 | 49 | 47 | 47 |
| Very much true | 37 | 36 | 39 | 42 |
| When I make a mistake I admit it. | | | | |
| Not at all true | 4 | 6 | 4 | 3 |
| A little true | 18 | 26 | 20 | 21 |
| Pretty much true | 47 | 43 | 48 | 42 |
| Very much true | 31 | 25 | 28 | 34 |
| I can deal with being told no. | | | | |
| Not at all true | 6 | 6 | 3 | 5 |
| A little true | 17 | 20 | 12 | 13 |
| Pretty much true | 39 | 47 | 45 | 41 |
| Very much true | 38 | 28 | 39 | 41 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Empathy | | | | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 79 | 80 | 81 | 83 |
| I feel bad when someone gets their feelings hurt. | | | | |
| Not at all true | 6 | 5 | 6 | 5 |
| A little true | 16 | 15 | 13 | 12 |
| Pretty much true | 38 | 39 | 37 | 37 |
| Very much true | 41 | 40 | 44 | 46 |
| I try to understand what other people go through. | | | | |
| Not at all true | 3 | 4 | 5 | 3 |
| A little true | 17 | 15 | 14 | 12 |
| Pretty much true | 46 | 42 | 45 | 43 |
| Very much true | 35 | 38 | 37 | 42 |
| I try to understand how other people feel and think. | | | | |
| Not at all true | 3 | 4 | 5 | 3 |
| A little true | 19 | 16 | 15 | 16 |
| Pretty much true | 41 | 41 | 40 | 40 |
| Very much true | 37 | 39 | 41 | 41 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Behavioral self-control | | | | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 73 | 67 | 73 | 73 |
| I can wait for what I want. | | | | |
| Not at all true | 3 | 6 | 4 | 5 |
| A little true | 19 | 22 | 17 | 17 |
| Pretty much true | 42 | 45 | 46 | 45 |
| Very much true | 36 | 26 | 33 | 33 |
| I don’t bother others when they are busy. | | | | |
| Not at all true | 3 | 4 | 9 | 6 |
| A little true | 28 | 32 | 30 | 26 |
| Pretty much true | 49 | 43 | 38 | 42 |
| Very much true | 21 | 21 | 24 | 26 |
| I think before I act. | | | | |
| Not at all true | 5 | 5 | 5 | 5 |
| A little true | 24 | 30 | 16 | 20 |
| Pretty much true | 48 | 46 | 49 | 52 |
| Very much true | 23 | 18 | 30 | 23 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Optimism | | | | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 56 | 44 | 51 | 51 |
| Each day I look forward to having a lot of fun. | | | | |
| Not at all true | 15 | 16 | 13 | 16 |
| A little true | 31 | 42 | 37 | 39 |
| Pretty much true | 38 | 24 | 32 | 30 |
| Very much true | 17 | 18 | 18 | 15 |
| I usually expect to have a good day. | | | | |
| Not at all true | 17 | 21 | 18 | 20 |
| A little true | 28 | 36 | 31 | 25 |
| Pretty much true | 41 | 26 | 38 | 39 |
| Very much true | 14 | 17 | 14 | 15 |
| Overall, I expect more good things to happen to me than bad things. | | | | |
| Not at all true | 15 | 19 | 20 | 21 |
| A little true | 27 | 35 | 27 | 24 |
| Pretty much true | 39 | 24 | 33 | 36 |
| Very much true | 19 | 22 | 20 | 19 |

Question HSA.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 R6.2**Gratitude Scale Questions**

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Gratitude | | | | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 74 | 66 | 70 | 71 |
| On most days I feel grateful. | | | | |
| Not at all true | 5 | 6 | 7 | 6 |
| A little true | 21 | 27 | 23 | 23 |
| Pretty much true | 39 | 34 | 40 | 32 |
| Very much true | 35 | 33 | 30 | 39 |
| On most days I feel thankful. | | | | |
| Not at all true | 4 | 7 | 8 | 6 |
| A little true | 21 | 24 | 22 | 22 |
| Pretty much true | 39 | 35 | 40 | 36 |
| Very much true | 37 | 34 | 30 | 36 |
| On most days I feel appreciative. | | | | |
| Not at all true | 7 | 9 | 7 | 7 |
| A little true | 19 | 29 | 25 | 22 |
| Pretty much true | 42 | 30 | 39 | 35 |
| Very much true | 32 | 32 | 29 | 36 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|--------------|---------------|---------------|---------------|
| Zest | | | | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 59 | 49 | 56 | 54 |
| On most days I feel energetic. | | | | |
| Not at all true | 15 | 19 | 19 | 21 |
| A little true | 29 | 36 | 30 | 28 |
| Pretty much true | 32 | 24 | 35 | 27 |
| Very much true | 23 | 21 | 16 | 23 |
| On most days I feel active. | | | | |
| Not at all true | 13 | 15 | 15 | 17 |
| A little true | 25 | 33 | 24 | 26 |
| Pretty much true | 37 | 27 | 38 | 29 |
| Very much true | 25 | 25 | 22 | 28 |
| On most days I feel enthusiastic. | | | | |
| Not at all true | 16 | 17 | 17 | 14 |
| A little true | 23 | 34 | 27 | 32 |
| Pretty much true | 39 | 24 | 35 | 33 |
| Very much true | 23 | 25 | 22 | 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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Growth mindset[†] | | | | |
| <i>Average reporting “A little true” or “Not at all true”</i> | 68 | 70 | 73 | 73 |
| My intelligence is something I cannot change very much. | | | | |
| Not at all true | 34 | 32 | 36 | 36 |
| A little true | 24 | 28 | 29 | 22 |
| Pretty much true | 31 | 29 | 23 | 24 |
| Very much true | 11 | 11 | 12 | 18 |
| Challenging myself will not make me any smarter. | | | | |
| Not at all true | 53 | 52 | 58 | 63 |
| A little true | 20 | 25 | 19 | 17 |
| Pretty much true | 19 | 14 | 14 | 15 |
| Very much true | 8 | 9 | 10 | 5 |
| There are some things I am not capable of learning. | | | | |
| Not at all true | 35 | 29 | 38 | 35 |
| A little true | 34 | 38 | 34 | 36 |
| Pretty much true | 22 | 22 | 20 | 18 |
| Very much true | 10 | 11 | 8 | 11 |
| If I am not naturally smart in a subject, I will never do well in it. | | | | |
| Not at all true | 46 | 41 | 43 | 55 |
| A little true | 29 | 34 | 33 | 27 |
| Pretty much true | 17 | 17 | 17 | 12 |
| Very much true | 9 | 8 | 7 | 6 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Goals | | | | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 83 | 81 | 82 | 87 |
| I am looking forward to a successful career. | | | | |
| Not at all true | 3 | 3 | 4 | 3 |
| A little true | 12 | 17 | 12 | 10 |
| Pretty much true | 36 | 38 | 38 | 31 |
| Very much true | 50 | 42 | 46 | 55 |
| I have high goals and expectations for myself. | | | | |
| Not at all true | 4 | 4 | 4 | 3 |
| A little true | 11 | 14 | 15 | 11 |
| Pretty much true | 34 | 30 | 32 | 32 |
| Very much true | 52 | 52 | 49 | 53 |
| I don’t expect very much of myself in the future.[†] | | | | |
| Not at all true | 57 | 58 | 60 | 71 |
| A little true | 20 | 24 | 21 | 19 |
| Pretty much true | 18 | 10 | 13 | 7 |
| Very much true | 5 | 8 | 6 | 4 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Collaboration | | | | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 72 | 70 | 74 | 70 |
| I enjoy working together with other students on class activities. | | | | |
| Not at all true | 10 | 12 | 10 | 11 |
| A little true | 28 | 28 | 27 | 32 |
| Pretty much true | 43 | 42 | 38 | 36 |
| Very much true | 19 | 19 | 25 | 21 |
| When I work in school groups, I do my fair share. | | | | |
| Not at all true | 3 | 4 | 2 | 2 |
| A little true | 9 | 12 | 8 | 8 |
| Pretty much true | 40 | 42 | 37 | 43 |
| Very much true | 48 | 42 | 53 | 47 |
| I like to listen to other students’ ideas in class. | | | | |
| Not at all true | 6 | 7 | 7 | 7 |
| A little true | 27 | 29 | 24 | 28 |
| Pretty much true | 45 | 49 | 44 | 43 |
| Very much true | 22 | 16 | 26 | 22 |

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 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|--|--------------|---------------|---------------|---------------|
| Problem solving | | | | |
| <i>Average reporting “Pretty much true” or “Very much true”</i> | 60 | 53 | 62 | 60 |
| When I need help I find someone to talk with. | | | | |
| Not at all true | 19 | 17 | 18 | 20 |
| A little true | 25 | 33 | 25 | 25 |
| Pretty much true | 34 | 35 | 34 | 37 |
| Very much true | 23 | 15 | 22 | 18 |
| I try to work out my problems by talking or writing about them. | | | | |
| Not at all true | 19 | 22 | 20 | 23 |
| A little true | 31 | 34 | 28 | 29 |
| Pretty much true | 35 | 30 | 33 | 29 |
| Very much true | 15 | 14 | 19 | 19 |
| I trust my ability to solve difficult problems. | | | | |
| Not at all true | 3 | 7 | 4 | 4 |
| A little true | 25 | 28 | 18 | 18 |
| Pretty much true | 48 | 39 | 54 | 45 |
| Very much true | 24 | 26 | 24 | 32 |

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

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.

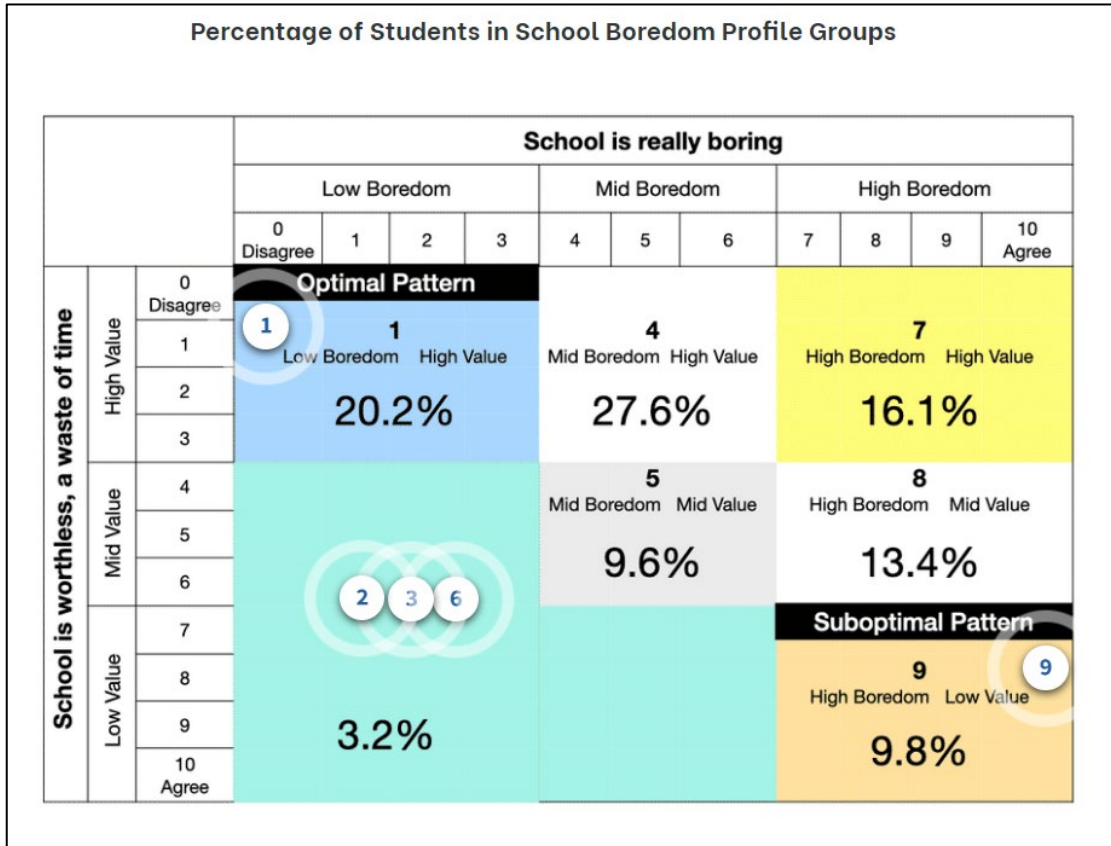
In addition, the supplementary School Climate Module includes an Academic Mindset and Learning Engagement scale and a series of questions about supports for learning and academic rigor.

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