CALIFORNIA HEALTHY KIDS SURVEY

Coronado Middle
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				✓	

ACKNOWLEDGMENTS

Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
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	
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 6	Grade 7	Grade 8
Student Sample Size			
Target sample	231	211	205
Final number	112	194	193
Response Rate	48%	92%	94%

Table A1.2

Number of Respondents by Instructional Model

	Grade 6	Grade 7	Grade 8
In-school learning only	111	194	191
Remote learning only	1	0	2

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness†# *(In-School Only)*	71	68	62	A6.4
School connectedness†ψ *(Remote Only)*				A6.4
Academic motivation†	71	66	62	A6.4
School is really boring±	38	38	42	A6.11
School is worthless and a waste of time±	10	12	12	A6.11
Monthly Absences (3 or more)	9	19	13	A6.2
Maintaining focus on schoolwork†Γ	49	42	34	A6.10
Caring adult relationships‡	72	66	60	A6.4
High expectations-adults in school‡	81	80	73	A6.4
Meaningful participation‡	31	35	28	A6.4
Facilities upkeep†Φ	41	51	53	A6.15
Promotion of parental involvement in school†	59	62	50	A6.4
School Safety and Cyberbullying				
School perceived as very safe or safeΦ	72	73	65	A8.1
Experienced any harassment or bullying§	44	39	48	A8.2
Had mean rumors or lies spread about you§	46	42	54	A8.3
Been afraid of being beaten up§Φ	22	22	17	A8.3
Been in a physical fight§Φ	16	13	13	A8.4
Seen a weapon on campus§Φ	8	12	20	A8.6
Cyberbullying§	36	34	41	A8.3

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

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

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

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

±*Rating of 7 or higher.*

Γ*Survey question was reverse-coded.*

Φ*In-School only.*

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

§*Past 12 months.*

Table A2.2

Key Indicators of Substance Use, Remote Learning, and Student Well-Being

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Substance Use				
Current alcohol or drug use[¶]	3	3	6	A9.5
Current marijuana use[¶]	0	1	1	A9.5
Current binge drinking[¶]	0	1	2	A9.5
Very drunk or "high" 7 or more times, ever	0	0	1	A9.7
Been drunk or "high" on drugs at school, ever	0	1	2	A9.9
Current cigarette smoking[¶]	0	1	1	A10.4
Current vaping[¶]	0	2	4	A10.4
Current tobacco vaping[¶]	0	2	3	A10.5
Current marijuana vaping[¶]	0	1	1	A10.5
Routines				
Eating of breakfast[‖]	74	70	69	A4.1
Bedtime (at 12 am or later)	13	10	12	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[‡]	24	22	30	A7.5
Experienced chronic sadness/hopelessness[§]	27	20	32	A7.1
Considered suicide[§]	7	8	14	A7.2
Optimism[‡]	71	66	51	A7.3
Life satisfaction[∓]	78	75	64	A7.4

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

[¶]*Past 30 days.*

[‖]*Today.*

[δ]*Remote only.*

[‖]*Past 7 days.*

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

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

[§]*Past 12 months.*

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
In-School Model	99	100	99
Remote Learning Model	1	0	1

Question HS/MS A.1: Which of the following best describes your school schedule during the past 30 days?
Notes: Cells are empty if there are less than 10 respondents.
In-School Model - Respondents selecting "I went to school in person at my school building for the entire day, Monday through Friday."
Remote Learning Model - Respondents selecting "I participated in school from home for the entire day on most or all weekdays and did not go to school in person."

Table A3.2

Gender of Sample

	Grade 6 %	Grade 7 %	Grade 8 %
Male	49	51	50
Female	45	47	47
Nonbinary	2	1	1
Something else	5	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 6 %	Grade 7 %	Grade 8 %
Straight (not gay)	76	84	77
Lesbian or Gay	4	3	3
Bisexual	4	5	6
Something else	4	1	4
Not sure	7	5	3
Decline to respond	5	2	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 6 %	Grade 7 %	Grade 8 %
No, I am not transgender	93	96	93
Yes, I am transgender	4	1	2
I am not sure if I am transgender	2	2	2
Decline to respond	2	1	4

Question HS/MS A.4: Some people describe themselves as transgender when how they think or feel about their gender is different from the sex they were assigned at birth. Are you transgender?
Note: Cells are empty if there are less than 10 respondents.

Table A3.5

Race or Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
American Indian or Alaska Native, non-Hispanic	3	2	1
Asian or Asian American, non-Hispanic	5	3	7
Black or African American, non-Hispanic	1	1	3
Hispanic or Latinx	21	33	28
Native Hawaiian or Pacific Islander, non-Hispanic	0	1	1
White, non-Hispanic	55	48	48
Multiracial, non-Hispanic	13	10	11
Something else, non-Hispanic	4	3	2

Question HS/MS A.6: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.
Note: Cells are empty if there are less than 10 respondents.

Table A3.6

Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
A home with one or more parent or guardian	93	95	96
Other relative's home	0	1	0
A home with more than one family	1	2	2
Friend's home	0	0	0
Foster home, group care, or waiting placement	0	0	0
Hotel or motel	0	1	0
Shelter, car, campground, or other transitional or temporary housing	0	1	0
Other living arrangement	6	1	2

Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Note: Cells are empty if there are less than 10 respondents.

Table A3.7

Highest Education of Parents

	Grade 6 %	Grade 7 %	Grade 8 %
Did not finish high school	4	1	2
Graduated from high school	2	5	4
Attended college but did not complete four-year degree	2	7	6
Graduated from college	69	76	77
Don't know	23	11	12

Question HS/MS A.10: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)
Note: Cells are empty if there are less than 10 respondents.

Table A3.8

Language Spoken at Home

	Grade 6 %	Grade 7 %	Grade 8 %
English	80	79	90
Spanish	15	16	7
Mandarin	0	0	1
Cantonese	1	0	0
Taiwanese	0	0	0
Tagalog	1	0	0
Vietnamese	0	1	0
Korean	0	1	1
Arabic	0	0	1
Other	3	3	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 6 %	Grade 7 %	Grade 8 %
How well do you...			
understand English?			
Very well	73	87	90
Well	23	8	0
Not well	0	3	10
Not at all	5	3	0
speak English?			
Very well	64	82	90
Well	27	15	0
Not well	5	3	10
Not at all	5	0	0
read English?			
Very well	73	79	90
Well	23	18	0
Not well	0	3	10
Not at all	5	0	0
write English?			
Very well	59	74	90
Well	32	23	0
Not well	5	3	10
Not at all	5	0	0
English Language Proficiency Status			
Proficient	64	82	90
Not proficient	36	18	10

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10

Number of Days Attending Afterschool Program (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
I do not attend my school's afterschool program	69	69	87
1 day	4	4	4
2 days	15	13	3
3 days	5	4	3
4 days	4	7	2
5 days	4	3	2

Question HS/MS A.16: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 10 respondents.

Table A3.11

Military Connections

	Grade 6 %	Grade 7 %	Grade 8 %
No	57	63	61
Yes	42	36	37
Don't know	1	1	2

Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: Cells are empty if there are less than 10 respondents.

4. Routines

Table A4.1

Eating of Breakfast

	Grade 6 %	Grade 7 %	Grade 8 %
No	26	30	31
Yes	74	70	69

Question HS/MS A.14: Did you eat breakfast today?
Note: Cells are empty if there are less than 10 respondents.

Table A4.2

Bedtime

	Grade 6 %	Grade 7 %	Grade 8 %
Before 7:00 pm	0	1	0
7:00-7:59 pm	1	3	1
8:00-8:59 pm	21	12	5
9:00-9:59 pm	33	29	27
10:00-10:59 pm	24	33	33
11:00-11:59 pm	7	12	23
12:00-12:59 am	4	5	8
After 1:00 am	10	6	4
Bedtime at 12 am or later	13	10	12

Question HS/MS A.13: What time did you go to bed last night?
Note: Cells are empty if there are less than 10 respondents.

5. Learning from Home

Table A5.1

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

	Grade 6 %	Grade 7 %	Grade 8 %
Time spent on learning and completing schoolwork from home on the average weekday			
Less than 1 hour			
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 6 %	Grade 7 %	Grade 8 %
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 6 %	Grade 7 %	Grade 8 %
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 6 %	Grade 7 %	Grade 8 %
Mostly A's	55	32	36
A's and B's	29	34	29
Mostly B's	4	9	7
B's and C's	7	16	14
Mostly C's	0	3	5
C's and D's	1	5	7
Mostly D's	1	1	1
Mostly F's	3	1	1

Question HS/MS A.21: During the past 12 months, how would you describe the grades you mostly received in school?
Note: Cells are empty if there are less than 10 respondents.

Table A6.2

Absences, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
I did not miss any days of school in the past 30 days	57	48	42
1 day	20	19	26
2 days	14	13	20
3 or more days	9	19	13

Question HS/MS A.15, 20: In the past 30 days, how often did you miss an entire day of school for any reason? [In-School only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.3

Reasons for Absence, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply; I didn't miss any school	55	49	40
Illness (feeling physically sick), including problems with breathing or your teeth	32	33	39
Were being bullied or mistreated at school *(In-School Only)*	2	1	1
Felt very sad, hopeless, anxious, stressed, or angry	4	6	11
Didn't get enough sleep	4	6	8
Didn't feel safe at school or going to and from school *(In-School Only)*	1	0	0
Had to take care of or help a family member or friend	1	2	3
Wanted to spend time with friends	3	1	2
Used alcohol or drugs	1	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	1	3	4
Were bored or uninterested in school	3	3	5
Had no transportation to school *(In-School Only)*	1	2	1
Other reason	17	22	26

Question HS/MS A.22, 23: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.) [In-School only]... In the past 30 days, did you miss a day of school from home for any of the following reasons? (Mark All That Apply.) [Remote only]

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

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

Table A6.4

School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Total school supports	61	61	54	
Caring adults in school‡	72	66	60	A6.5
High expectations-adults in school‡	81	80	73	A6.6
Meaningful participation at school‡	31	35	28	A6.7
School connectedness†# *(In-School Only)*	71	68	62	A6.8
School connectedness†ψ *(Remote Only)*				A6.8
Academic motivation†	71	66	62	A6.9
Promotion of parental involvement in school†	59	62	50	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 6 %	Grade 7 %	Grade 8 %
Caring adults in school			
Average reporting "Pretty much true" or "Very much true"	72	66	60
There is a teacher or some other adult from my school...			
who really cares about me.			
Not at all true	7	6	9
A little true	25	31	33
Pretty much true	36	34	33
Very much true	32	29	24
who notices when I'm not there.			
Not at all true	12	10	17
A little true	19	29	28
Pretty much true	36	32	28
Very much true	33	29	27
who listens to me when I have something to say.			
Not at all true	6	7	10
A little true	16	19	23
Pretty much true	33	40	33
Very much true	45	33	34

Question HS/MS A.44, 47, 50: There is a teacher or some other adult from my school... who really cares about me... who notices when I'm not there... who listens to me when I have something to say.

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

Table A6.6
High Expectations Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
High expectations-adults in school			
Average reporting "Pretty much true" or "Very much true"	81	80	73
There is a teacher or some other adult from my school...			
who tells me when I do a good job.			
Not at all true	6	6	9
A little true	16	17	18
Pretty much true	31	36	40
Very much true	47	41	34
who always wants me to do my best.			
Not at all true	4	1	3
A little true	5	10	15
Pretty much true	33	34	35
Very much true	59	55	47
who believes that I will be a success.			
Not at all true	6	4	10
A little true	20	20	26
Pretty much true	28	36	30
Very much true	45	40	34

Question HS/MS A.45, 48, 51: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A6.7
Meaningful Participation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful participation at school			
Average reporting "Pretty much true" or "Very much true"	31	35	28
At school/When I participate in school,...			
I do interesting activities.			
Not at all true	10	6	9
A little true	27	33	33
Pretty much true	37	39	39
Very much true	27	21	20
I help decide things like class activities or rules.			
Not at all true	46	38	45
A little true	33	36	38
Pretty much true	13	17	13
Very much true	8	10	4
I do things that make a difference.			
Not at all true	25	22	28
A little true	41	39	43
Pretty much true	20	25	21
Very much true	14	14	9
I have a say in how things work.			
Not at all true	41	35	51
A little true	35	36	26
Pretty much true	15	20	16
Very much true	9	9	7
I help decide school activities or rules.			
Not at all true	62	57	63
A little true	27	24	25
Pretty much true	6	13	9
Very much true	6	6	4

Question HS/MS A.52-61: At school [In-School only],... When I participate in school [Remote only],... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

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

Table A6.8
School Connectedness Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School connectedness# *(In-School Only)*			
Average reporting "Agree" or "Strongly agree"	71	68	62
School connectedness$^\psi$ *(Remote Only)*			
Average reporting "Agree" or "Strongly agree"			
I feel close to people at/from this school.			
Strongly disagree	2	4	7
Disagree	5	3	6
Neither disagree nor agree	18	15	14
Agree	41	44	46
Strongly agree	34	35	26
I am happy with/to be at this school.			
Strongly disagree	3	5	8
Disagree	8	6	10
Neither disagree nor agree	18	26	23
Agree	41	37	45
Strongly agree	31	27	14
I feel like I am part of this school.			
Strongly disagree	5	3	6
Disagree	8	8	10
Neither disagree nor agree	21	25	33
Agree	41	40	38
Strongly agree	24	24	13

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.

$^\psi$The scale was based on four questions for remote respondents.

Table A6.8
School Connectedness Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
The teachers at this school treat students fairly/The teachers treat students fairly.			
Strongly disagree	4	5	7
Disagree	6	6	7
Neither disagree nor agree	22	27	26
Agree	31	42	46
Strongly agree	38	20	14
I feel safe in my school. *(In-School Only)*			
Strongly disagree	3	3	5
Disagree	6	4	6
Neither disagree nor agree	16	17	25
Agree	37	42	46
Strongly agree	39	33	18

Question HS/MS A.29-31 How strongly do you agree or disagree with the following statements?... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]...I feel safe in my school. [In-School only]

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

Table A6.9
Academic Motivation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Academic motivation			
Average reporting "Agree" or "Strongly agree"	71	66	62
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree	2	3	2
Disagree	1	3	5
Neither disagree nor agree	8	12	13
Agree	34	41	43
Strongly agree	55	42	38
I try hard on my schoolwork because I am interested in it.			
Strongly disagree	9	9	11
Disagree	16	17	20
Neither disagree nor agree	29	33	37
Agree	32	26	20
Strongly agree	14	15	13
I work hard to try to understand new things when doing my schoolwork.			
Strongly disagree	3	4	5
Disagree	8	5	8
Neither disagree nor agree	24	26	28
Agree	44	40	40
Strongly agree	22	24	20
I am always trying to do better in my schoolwork.			
Strongly disagree	2	2	4
Disagree	3	4	3
Neither disagree nor agree	12	18	18
Agree	37	38	40
Strongly agree	46	38	36

Question HS/MS A.38-41: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard on my schoolwork because I am interested in it... I work hard to try to understand new things when doing my schoolwork... I am always trying to do better in my schoolwork.
Note: Cells are empty if there are less than 10 respondents.

Table A6.10

Maintaining Focus on Schoolwork

	Grade 6 %	Grade 7 %	Grade 8 %
It is hard for me to stay focused when doing my schoolwork.			
Strongly disagree	16	13	10
Disagree	33	29	24
Neither disagree nor agree	22	24	28
Agree	13	20	24
Strongly agree	17	13	14

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

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

Table A6.11

School Boredom

	Grade 6 %	Grade 7 %	Grade 8 %
School is really boring.			
High (7-10)	38	38	42
Medium (4-6)	29	35	38
Low (0-3)	33	27	20
School is worthless and a waste of time.			
High (7-10)	10	12	12
Medium (4-6)	10	22	19
Low (0-3)	80	66	69

Question HS/MS A.42, 43: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

Table A6.12A

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

		School is really boring (Grade 6)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 33%				Mid-Boredom & High Value 28%			High Boredom & High Value 19%			
	1											
	2											
	3											
	4	Low Boredom & Mid-Value$^{\bar{\bar{\wedge}}}$				Mid-Boredom & Mid-Value 1%			High Boredom & Mid-Value 9%			
	5											
	6											
	7	Low Boredom & Low Value$^{\bar{\bar{\wedge}}}$				Mid-Boredom & Low Value$^{\bar{\bar{\wedge}}}$			High Boredom & Low Value 10%			
	8											
	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.

$^{\bar{\bar{\wedge}}}$*Results are not reported due to a very small number of responses.*

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

Table A6.12B

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

		School is really boring (Grade 7)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 26%				Mid-Boredom & High Value 24%			High Boredom & High Value 16%			
	1											
	2											
	3											
	4	Low Boredom & Mid-Value$^{\overline{\overline{\wedge}}}$				Mid-Boredom & Mid-Value 9%			High Boredom & Mid-Value 12%			
	5											
	6											
	7	Low Boredom & Low Value$^{\overline{\overline{\wedge}}}$				Mid-Boredom & Low Value$^{\overline{\overline{\wedge}}}$			High Boredom & Low Value 11%			
	8											
	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.

$^{\overline{\overline{\wedge}}}$*Results are not reported due to a very small number of responses.*

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

Table A6.12C

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

		School is really boring (Grade 8)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 19%				Mid-Boredom & High Value 29%				High Boredom & High Value 21%		
	1											
	2											
	3											
	4	Low Boredom & Mid-Value$^{\bar{\bar{\wedge}}}$				Mid-Boredom & Mid-Value 8%				High Boredom & Mid-Value 10%		
	5											
	6											
	7	Low Boredom & Low Value$^{\bar{\bar{\wedge}}}$				Mid-Boredom & Low Value$^{\bar{\bar{\wedge}}}$				High Boredom & Low Value 11%		
	8											
	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.

$^{\bar{\bar{\wedge}}}$*Results are not reported due to a very small number of responses.*

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

Table A6.13

Promotion of Parental Involvement Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Promotion of parental involvement in school			
Average reporting "Agree" or "Strongly agree"	59	62	50
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree	6	3	6
Disagree	5	6	11
Neither disagree nor agree	20	28	29
Agree	46	44	38
Strongly agree	22	19	15
Parents feel welcome to participate at this school.			
Strongly disagree	6	3	4
Disagree	8	5	8
Neither disagree nor agree	33	31	37
Agree	39	46	37
Strongly agree	14	15	13
School staff take parent concerns seriously.			
Strongly disagree	5	2	9
Disagree	6	9	5
Neither disagree nor agree	33	26	41
Agree	31	43	36
Strongly agree	25	19	9

Question HS/MS A.33-35: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff take parent concerns seriously.

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

Table A6.14

Checking Student Progress

	Grade 6 %	Grade 7 %	Grade 8 %
A teacher or some other adult from my school checks on how I am feeling.			
Not at all true	19	25	30
A little true	28	27	28
Pretty much true	25	25	21
Very much true	27	24	22

Question HS/MS A.49: There is a teacher or some other adult from my school... who checks on how I am feeling.
Note: Cells are empty if there are less than 10 respondents.

Table A6.15

Quality of School Physical Environment (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
My school is usually clean and tidy.			
Strongly disagree	8	3	6
Disagree	14	17	9
Neither disagree nor agree	37	29	32
Agree	36	41	46
Strongly agree	5	10	6

Question HS/MS A.32: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Note: Cells are empty if there are less than 10 respondents.

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
No	73	80	68
Yes	27	20	32

Question HS A.150/MS A.143: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 10 respondents.

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
No	93	92	86
Yes	7	8	14

Question HS A.151/MS A.144: During the past 12 months, did you ever seriously consider attempting suicide?
Note: Cells are empty if there are less than 10 respondents.

Table A7.3

Optimism Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Optimism			
Average reporting "Pretty much true" or "Very much true"	71	66	51
Each day I look forward to having a lot of fun.			
Not at all true	7	11	14
A little true	20	26	38
Pretty much true	40	39	29
Very much true	34	23	19
I usually expect to have a good day.			
Not at all true	13	13	14
A little true	20	20	35
Pretty much true	38	35	30
Very much true	29	31	21
Overall, I expect more good things to happen to me than bad things.			
Not at all true	10	14	16
A little true	16	17	31
Pretty much true	40	30	31
Very much true	34	39	22

Question HS A.157-159/MS A.150-152: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.

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

Table A7.4

Life Satisfaction Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Life satisfaction			
Average reporting "Satisfied" or "Very satisfied"	78	75	64
I would describe my satisfaction with...			
my family life as...			
Very dissatisfied	0	2	2
Dissatisfied	3	3	5
A little dissatisfied	0	4	9
A little satisfied	9	7	14
Satisfied	32	24	30
Very satisfied	56	61	41
my friendships as...			
Very dissatisfied	2	1	3
Dissatisfied	4	0	2
A little dissatisfied	3	5	9
A little satisfied	6	11	17
Satisfied	26	33	36
Very satisfied	59	49	34
my school experience as...			
Very dissatisfied	4	6	7
Dissatisfied	8	6	12
A little dissatisfied	9	17	16
A little satisfied	21	17	28
Satisfied	33	32	26
Very satisfied	25	23	11

Question HS A.160-162/MS A.153-155: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...

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

Table A7.4

Life Satisfaction Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
I would describe my satisfaction with...			
myself as...			
Very dissatisfied	5	3	4
Dissatisfied	6	7	11
A little dissatisfied	9	8	10
A little satisfied	12	14	14
Satisfied	24	31	33
Very satisfied	44	38	27
where I live as...			
Very dissatisfied	1	2	3
Dissatisfied	1	2	1
A little dissatisfied	4	3	5
A little satisfied	4	6	9
Satisfied	22	18	33
Very satisfied	69	68	50

Question HS A.163, 164/MS A.156, 157: Please describe your level of satisfaction below. I would describe my satisfaction with... myself as... where I live as...

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

Table A7.5
Social Emotional Distress Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress			
Average reporting "Pretty much true" or "Very much true"	24	22	30
I had a hard time relaxing.			
Not at all true	43	49	37
A little true	32	30	32
Pretty much true	15	11	20
Very much true	10	10	11
I felt sad and down.			
Not at all true	46	47	35
A little true	25	29	35
Pretty much true	16	14	15
Very much true	13	10	15
I was easily irritated.			
Not at all true	32	40	32
A little true	34	26	20
Pretty much true	11	19	23
Very much true	23	14	25
It was hard for me to cope and I thought I would panic.			
Not at all true	65	67	59
A little true	19	18	17
Pretty much true	11	7	12
Very much true	5	8	12
It was hard for me to get excited about anything.			
Not at all true	67	69	61
A little true	19	15	22
Pretty much true	8	7	15
Very much true	6	8	3

Question HS A.152-156/MS A.145-149: Over the past 30 days, how true do you feel these statements are about you?... I had a hard time relaxing... I felt sad and down... I was easily irritated... It was hard for me to cope and I thought I would panic... It was hard for me to get excited about anything.

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School *(In-School Only)*

	Grade 6 %	Grade 7 %	Grade 8 %
Very safe	21	28	18
Safe	50	46	46
Neither safe nor unsafe	23	22	30
Unsafe	4	3	4
Very unsafe	2	2	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 6 %	Grade 7 %	Grade 8 %
Race, ethnicity, or national origin			
0 times	89	84	78
1 time	4	10	10
2 or more times	7	6	11
Religion			
0 times	92	93	92
1 time	3	7	4
2 or more times	6	1	4
Gender			
0 times	81	92	89
1 time	10	3	5
2 or more times	9	4	6
Because you are gay, lesbian, or bisexual or someone thought you were			
0 times	86	88	88
1 time	5	4	6
2 or more times	9	7	6
A physical or mental disability			
0 times	93	93	90
1 time	4	4	6
2 or more times	4	3	3
Any of the above five reasons	31	32	38

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

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

Table A8.2

Reasons for Harassment on School Property, Past 12 Months – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
You are an immigrant or someone thought you were			
0 times	97	98	94
1 time	2	1	2
2 or more times	1	1	4
Any other reason			
0 times	70	82	74
1 time	12	4	8
2 or more times	18	13	18
Any harassment	44	39	48

Question HS A.134-147/MS A.127-140: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... You are an immigrant or someone thought you were [In-school only]... Any other reason [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability [Remote only]... You are an immigrant or someone thought you were [Remote only]... Any other reason. [Remote only]

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

Table A8.3
School Violence Victimization Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School violence victimization *(In-School Only)*			
Average reporting "1 or more times"	37	34	37
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)*			
0 times	51	66	75
1 time	17	19	11
2 to 3 times	17	9	8
4 or more times	15	6	6
been afraid of being beaten up? *(In-School Only)*			
0 times	78	78	83
1 time	8	11	10
2 to 3 times	8	7	5
4 or more times	6	5	2
During the past 12 months, how many times have you...			
had mean rumors or lies spread about you?			
0 times	54	58	46
1 time	18	21	27
2 to 3 times	17	10	12
4 or more times	10	11	15
had sexual jokes, comments, or gestures made to you?			
0 times	61	66	61
1 time	14	13	13
2 to 3 times	7	8	11
4 or more times	17	13	15

Question HS A.115, 116, 118, 119, 130, 131/MS A.108, 109, 111, 112, 123, 124: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-School only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
During the past 12 months, how many times on school property have you/did students from your school...			
had your property stolen or deliberately damaged? *(In-School Only)*			
0 times	80	78	76
1 time	12	12	12
2 to 3 times	7	7	8
4 or more times	1	3	4
been made fun of because of your looks or the way you talk?			
0 times	61	57	48
1 time	17	16	17
2 to 3 times	6	12	18
4 or more times	15	15	17
been made fun of, insulted, or called names?			
0 times	57	62	51
1 time	12	9	16
2 to 3 times	15	11	14
4 or more times	16	19	20
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?			
0 times (never)	64	66	59
1 time	21	17	19
2 to 3 times	9	11	11
4 or more times	5	6	11

Question HS A.120, 121, 129, 132, 133, 148/MS A.113, 114, 122, 125, 126, 141: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk? [In-school only]... had your property stolen or deliberately damaged, such as your car, clothing, or books? [In-school only]... been made fun of, insulted, or called names? [In-school only]... During the past 12 months, how many times did students from your school... make fun of you because of your looks or the way you talk? [Remote only]...make fun of you, insult you, or call you names? [Remote only]... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone? Note: Cells are empty if there are less than 10 respondents.

Table A8.4

School Violence Perpetration Scale Questions (*In-School Only*)

	Grade 6 %	Grade 7 %	Grade 8 %
School violence perpetration			
Average reporting "1 or more times"	6	6	7
During the past 12 months, how many times on school property have you...			
been in a physical fight?			
0 times	84	87	87
1 time	10	8	10
2 to 3 times	4	3	2
4 or more times	2	2	2
been offered, sold, or given an illegal drug?			
0 times	97	95	91
1 time	3	2	6
2 to 3 times	0	3	1
4 or more times	0	1	2
damaged school property on purpose?			
0 times	97	94	95
1 time	1	5	4
2 to 3 times	2	1	1
4 or more times	0	0	1
carried a gun?			
0 times	98	98	98
1 time	0	1	1
2 to 3 times	1	1	1
4 or more times	1	1	1
carried any other weapon (such as a knife or club)?			
0 times	93	97	95
1 time	4	1	2
2 to 3 times	2	1	2
4 or more times	1	1	1

Question HS A.117, 122-125/MS A.110, 115-118: During the past 12 months, how many times on school property have you... been in a physical fight?... been offered, sold, or given an illegal drug?... damaged school property on purpose?... carried a gun?... carried any other weapon (such as a knife or club)?

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

Table A8.5

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

	Grade 6 %	Grade 7 %	Grade 8 %
During the past 12 months, how many times on school property have you...			
been threatened with harm or injury?			
0 times	89	88	87
1 time	6	6	7
2 to 3 times	2	4	4
4 or more times	4	2	2
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times	96	95	95
1 time	4	4	3
2 to 3 times	0	1	2
4 or more times	0	1	0

Question HS A.126, 128/MS A.119, 121: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?
Note: Cells are empty if there are less than 10 respondents.

Table A8.6

Weapons Possession on School Property, Past 12 Months *(In-School Only)*

	Grade 6 %	Grade 7 %	Grade 8 %
During the past 12 months, how many times on school property have you...			
seen someone carrying a gun, knife, or other weapon?			
0 times	92	88	80
1 time	5	8	13
2 to 3 times	3	3	4
4 or more times	1	1	3

Question HS A.127/MS A.120: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?
Note: Cells are empty if there are less than 10 respondents.

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Lifetime illicit AOD use to get "high"$^{\bar{\wedge}}$	8	11	13	A9.2
Lifetime alcohol or drug use	8	11	13	A9.2
Lifetime marijuana use	2	2	3	A9.2
Lifetime very drunk or high (7 or more times)	0	0	1	A9.7
Current alcohol or drug use¶	3	3	6	A9.5
Current marijuana use¶	0	1	1	A9.5
Current heavy drug use¶	0	1	1	A9.5
Current heavy alcohol use (binge drinking)¶	0	1	2	A9.5
Current alcohol or drug use on school property$^{\P\Phi}$	0	1	1	A9.8
Harmfulness of occasional marijuana use^{B}	38	45	31	A9.10
Difficulty of obtaining marijuana^{C}	24	17	16	A9.11

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

$^{\bar{\wedge}}$*Excludes prescription pain medication.*

¶*Past 30 days.*

$^{\Phi}$*In-School only.*

^{B}*Great harm.*

^{C}*Very difficult.*

Table A9.2

Summary of AOD Lifetime Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol	7	9	12
Marijuana	2	2	3
Inhalants	3	4	1
Any other drug, pill, or medicine to get "high"	1	2	1
Any of the above AOD use	8	11	13
Any illicit AOD use to get "high"[^]	8	11	13

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

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

Table A9.3

Lifetime AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
0 times	93	91	88
1 time	5	6	5
2 to 3 times	0	2	3
4 or more times	2	1	4
Marijuana (smoke, vape, eat, or drink)			
0 times	98	98	97
1 time	1	1	1
2 to 3 times	0	0	1
4 or more times	1	1	2
Inhalants			
0 times	97	96	99
1 time	2	2	0
2 to 3 times	0	1	1
4 or more times	1	2	0
Any other drug, pill, or medicine to get "high" or for reasons other than medical			
0 times	99	98	99
1 time	0	1	1
2 to 3 times	0	0	1
4 or more times	1	1	0

Question HS A.65-67, 73/MS A.66-68, 70: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Any other drug, pill, or medicine to get "high" or for reasons other than medical. Note: Cells are empty if there are less than 10 respondents.

Table A9.4

Methods of Marijuana Consumption

	Grade 6 %	Grade 7 %	Grade 8 %
During your life, how many times have you used marijuana in any of the following ways...			
Smoke it?			
0 times	100	98	97
1 time	0	1	1
2 to 3 times	0	1	1
4 or more times	0	1	1
In a vaping device?			
0 times	100	99	98
1 time	0	1	0
2 to 3 times	0	0	0
4 or more times	0	1	2
Eat or drink it in products made with marijuana?			
0 times	99	98	98
1 time	1	1	1
2 to 3 times	0	1	1
4 or more times	0	1	1

Question HS A.77-79/MS A.74-76: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, or portable vaporizers)?... Eat or drink it in products made with marijuana?

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

Table A9.5
Current AOD Use, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks of alcohol)	3	3	6
Binge drinking (5 or more drinks in a row)	0	1	2
Marijuana (smoke, vape, eat, or drink)	0	1	1
Inhalants	0	1	1
Other drug, pill, or medicine to get "high" or for reasons other than medical	0	1	1
Any drug use	0	1	2
Heavy drug use	0	1	1
Any AOD Use	3	3	6

Question HS A.83-86, 88/MS A.80-84: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get "high")?... any other drug, pill, or medicine to get "high" or for reasons other than medical?

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

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

Table A9.6

Frequency of Current AOD Use, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks)			
0 days	97	97	94
1 or 2 days	3	3	5
3 to 9 days	0	1	1
10 to 19 days	0	0	0
20 to 30 days	0	0	1
Binge drinking (5 or more drinks in a row)			
0 days	100	99	98
1 or 2 days	0	0	1
3 to 9 days	0	1	0
10 to 19 days	0	0	0
20 to 30 days	0	0	1
Marijuana (smoke, vape, eat, or drink)			
0 days	100	99	99
1 or 2 days	0	1	0
3 to 9 days	0	1	0
10 to 19 days	0	0	0
20 to 30 days	0	0	1

Question HS A.83-85/MS A.80-82: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?
Note: Cells are empty if there are less than 10 respondents.

Table A9.7

Lifetime Drunk or "High"

	Grade 6 %	Grade 7 %	Grade 8 %
Very drunk or sick after drinking alcohol			
0 times	100	97	96
1 to 2 times	0	2	4
3 to 6 times	0	1	0
7 or more times	0	0	0
"High" (loaded, stoned, or wasted) from using drugs			
0 times	100	97	97
1 to 2 times	0	2	2
3 to 6 times	0	1	1
7 or more times	0	0	1
Very drunk or "high" 7 or more times	0	0	1

Question HS A.74, 75/MS A.71, 72: During your life, how many times have you been... very drunk or sick after drinking alcohol?... "high" (loaded, stoned, or wasted) from using drugs?

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

Table A9.8

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

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
0 days	100	99	99
1 to 2 days	0	1	1
3 or more days	0	0	0
Marijuana (smoke, vape, eat, or drink)			
0 days	100	99	100
1 to 2 days	0	1	0
3 or more days	0	0	0
Any other drug, pill, or medicine to get "high" or for reasons other than medical			
0 days	100	99	99
1 to 2 days	0	1	1
3 or more days	0	0	0
Any of the above	0	1	1

Question HS A.93-95/MS A.88-90: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get "high" or for reasons other than medical?
Note: Cells are empty if there are less than 10 respondents.

Table A9.9

Lifetime Drunk or "High" on School Property

	Grade 6 %	Grade 7 %	Grade 8 %
0 times	100	99	98
1 to 2 times	0	1	1
3 to 6 times	0	0	1
7 or more times	0	0	1

Question HS A.76/MS A.73: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?
Note: Cells are empty if there are less than 10 respondents.

Table A9.10

Perceived Harm of AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol - drink occasionally			
Great	17	26	26
Moderate	21	27	26
Slight	37	28	31
None	25	19	17
Alcohol - 5 or more drinks once or twice a week			
Great	48	55	58
Moderate	25	25	25
Slight	10	8	5
None	16	13	11
Marijuana - use occasionally			
Great	38	45	31
Moderate	41	34	39
Slight	5	8	18
None	16	13	11
Marijuana - use daily			
Great	77	81	72
Moderate	7	5	15
Slight	1	2	1
None	15	13	11

Question HS A.101-104/MS A.96-99: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily. Note: Cells are empty if there are less than 10 respondents.

Table A9.11

Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs to Get "High"

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
Very difficult	12	13	8
Fairly difficult	12	13	13
Fairly easy	17	15	19
Very easy	7	21	28
Don't know	51	38	32
Marijuana			
Very difficult	24	17	16
Fairly difficult	9	14	13
Fairly easy	8	14	13
Very easy	4	12	14
Don't know	55	43	44
Prescription drugs to get "high" or for reasons other than prescribed			
Very difficult	19	16	12
Fairly difficult	5	13	10
Fairly easy	9	11	17
Very easy	8	19	18
Don't know	59	42	43

Question HS A.107-109/MS A.102-104: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana... Prescription drugs to get "high" or for reasons other than prescribed.

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Use Prevalence and Patterns				
Ever smoked a whole cigarette	1	1	1	A10.2
Current cigarette smoking¶	0	1	1	A10.4
Current cigarette smoking at school$^{\P\Phi}$	0	1	0	A10.6
Ever tried smokeless tobacco	1	1	1	A10.2
Current smokeless tobacco use¶	0	1	1	A10.4
Current smokeless tobacco use at school$^{\P\Phi}$	0	1	0	A10.6
Ever used vape products	4	5	8	A10.2
Current use of vape products¶	0	2	4	A10.4
Current tobacco vaping¶	0	2	3	A10.5
Current marijuana vaping¶	0	1	1	A10.5
Current vaping at school$^{\P\Phi}$	0	1	0	A10.6
Attitudes and Correlates				
Harmfulness of occasional cigarette smoking[B]	27	39	29	A10.8
Harmfulness of smoking 1 or more packs/day[B]	68	73	74	A10.8
Harmfulness of vaping occasionally[B]	37	42	32	A10.9
Harmfulness of vaping several times a day[B]	79	83	79	A10.9
Difficulty of obtaining cigarettes[C]	13	13	13	A10.10
Difficulty of obtaining vape products[C]	13	10	8	A10.10
Anti-Tobacco Policy				
School bans tobacco use and vaping	64	72	74	A10.11

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

¶*Past 30 days.*

$^{\Phi}$*In-School only.*

[B]*Great harm.*

[C]*Very difficult.*

Table A10.2

Lifetime Tobacco Use

	Grade 6 %	Grade 7 %	Grade 8 %
A cigarette, even one or two puffs			
0 times	98	98	98
1 time	1	1	1
2 to 3 times	0	1	2
4 or more times	1	1	0
A whole cigarette			
0 times	99	99	99
1 time	0	0	1
2 to 3 times	0	0	0
4 or more times	1	1	0
Smokeless tobacco			
0 times	99	99	99
1 time	0	0	1
2 to 3 times	0	0	0
4 or more times	1	1	0
Vape products			
0 times	96	95	92
1 time	3	3	5
2 to 3 times	0	1	1
4 or more times	1	2	2

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

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

Table A10.3

Substances Ever Vaped

	Grade 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine			
0 times	99	97	94
1 time	0	1	3
2 to 3 times	0	1	2
4 or more times	1	1	2
Vaped marijuana or THC			
0 times	98	98	98
1 time	1	1	0
2 to 3 times	0	1	0
4 or more times	1	1	2
Vaped other product			
0 times	99	98	100
1 time	0	0	0
2 to 3 times	0	1	0
4 or more times	1	1	0

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

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

Table A10.4

Any Current Use and Daily Use

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

Question HS A.80-82/MS A.77-79: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, or snuff)?... vape products?

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

Table A10.5

Substances Vaped, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine?			
0 days	100	98	97
1 or 2 days	0	1	2
3 to 9 days	0	1	0
10 to 19 days	0	0	0
20 to 30 days	0	0	2
Vaped marijuana or THC?			
0 days	100	99	99
1 or 2 days	0	0	1
3 to 9 days	0	1	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Vaped other product?			
0 days	100	99	99
1 or 2 days	0	0	0
3 to 9 days	0	1	1
10 to 19 days	0	0	0
20 to 30 days	0	0	0

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

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

Table A10.6

Current Smoking on School Property, Past 30 Days *(In-School Only)*

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

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

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

Table A10.7

Secondhand Smoke on School Property, Past 30 Days (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes			
0 days	92	98	99
1 day	7	1	1
2 days	1	1	0
3-9 days	1	0	0
10-19 days	0	0	0
20-30 days	0	0	0

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

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

Table A10.8

Perceived Harm of Cigarette Smoking

	Grade 6 %	Grade 7 %	Grade 8 %
Smoke cigarettes occasionally			
Great	27	39	29
Moderate	36	34	45
Slight	19	14	14
None	18	13	12
Smoke 1 or more packs of cigarettes each day			
Great	68	73	74
Moderate	17	12	14
Slight	0	2	2
None	15	13	10

Question HS A.97, 98/MS A.92, 93: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

Table A10.9

Perceived Harm of Using Vape Products

	Grade 6 %	Grade 7 %	Grade 8 %
Vape tobacco or nicotine occasionally			
Great	37	42	32
Moderate	43	38	47
Slight	5	6	11
None	15	13	10
Vape tobacco or nicotine several times a day (100 puffs or more)			
Great	79	83	79
Moderate	5	4	10
Slight	1	1	0
None	15	13	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 A10.10

Perceived Difficulty of Obtaining Cigarettes and Vape Products

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Very difficult	13	13	13
Fairly difficult	18	15	19
Fairly easy	12	17	13
Very easy	3	12	13
Don't know	55	43	41
Vape products			
Very difficult	13	10	8
Fairly difficult	13	9	10
Fairly easy	19	21	24
Very easy	10	25	30
Don't know	44	35	28

Question HS A.105, 106/MS A.100, 101: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.
Note: Cells are empty if there are less than 10 respondents.

Table A10.11

School Bans Tobacco Use and Vaping

	Grade 6 %	Grade 7 %	Grade 8 %
No	6	4	3
Yes	64	72	74
Don't know	31	24	22

Question HS A.113/MS A.105: Does your school ban tobacco use and vaping on school property and at school sponsored events?
Note: Cells are empty if there are less than 10 respondents.

11. Other Health Risks

Table A11.1

Alone After School *(In-School Only)*

	Grade 6 %	Grade 7 %	Grade 8 %
Never	38	37	26
1 day	22	19	17
2 days	12	16	21
3 days	10	9	12
4 days	5	4	9
5 days	12	16	16

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

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

Table A11.2

Gang Involvement *(In-School Only)*

	Grade 6 %	Grade 7 %	Grade 8 %
No	93	97	97
Yes	7	3	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 6 %	Grade 7 %	Grade 8 %
School Connectedness[†][#] *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			56
Black or African American			
Hispanic or Latinx	60	73	60
Native Hawaiian or Pacific Islander			
White	78	68	64
Mixed (two or more) ethnics	67	77	54
Something else			
School Connectedness[†][ψ] *(Remote Only)*			
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			56
Black or African American			
Hispanic or Latinx	67	67	61
Native Hawaiian or Pacific Islander			
White	73	64	66
Mixed (two or more) ethnics	66	71	55
Something else			

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

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

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

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

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
School is really boring±			
American Indian or Alaska Native			
Asian or Asian American			50
Black or African American			
Hispanic or Latinx	43	33	41
Native Hawaiian or Pacific Islander			
White	37	41	43
Mixed (two or more) ethnics	29	28	43
Something else			
School is worthless and a waste of time±			
American Indian or Alaska Native			
Asian or Asian American			8
Black or African American			
Hispanic or Latinx	4	11	7
Native Hawaiian or Pacific Islander			
White	12	11	13
Mixed (two or more) ethnics	14	0	14
Something else			
Monthly Absences (3 or more)			
American Indian or Alaska Native			
Asian or Asian American			0
Black or African American			
Hispanic or Latinx	4	13	26
Native Hawaiian or Pacific Islander			
White	11	26	8
Mixed (two or more) ethnics	0	11	10
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 6 %	Grade 7 %	Grade 8 %
Maintaining focus on schoolwork[†]			
American Indian or Alaska Native			
Asian or Asian American			42
Black or African American			
Hispanic or Latinx	43	50	28
Native Hawaiian or Pacific Islander			
White	55	40	35
Mixed (two or more) ethnics	36	39	33
Something else			
Caring adult relationships[‡]			
American Indian or Alaska Native			
Asian or Asian American			53
Black or African American			
Hispanic or Latinx	73	69	57
Native Hawaiian or Pacific Islander			
White	75	63	62
Mixed (two or more) ethnics	67	74	62
Something else			
High expectations-adults in school[‡]			
American Indian or Alaska Native			
Asian or Asian American			78
Black or African American			
Hispanic or Latinx	80	84	71
Native Hawaiian or Pacific Islander			
White	85	79	75
Mixed (two or more) ethnics	74	87	76
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 6 %	Grade 7 %	Grade 8 %
Meaningful participation‡			
American Indian or Alaska Native			
Asian or Asian American			24
Black or African American			
Hispanic or Latinx	30	37	28
Native Hawaiian or Pacific Islander			
White	34	32	29
Mixed (two or more) ethnics	30	40	25
Something else			
Facilities upkeep† *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			42
Black or African American			
Hispanic or Latinx	43	58	52
Native Hawaiian or Pacific Islander			
White	42	46	53
Mixed (two or more) ethnics	50	56	60
Something else			
Promotion of parental involvement in school†			
American Indian or Alaska Native			
Asian or Asian American			39
Black or African American			
Hispanic or Latinx	53	63	53
Native Hawaiian or Pacific Islander			
White	59	62	49
Mixed (two or more) ethnics	62	70	43
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 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			50
Black or African American			
Hispanic or Latinx	86	75	67
Native Hawaiian or Pacific Islander			
White	76	74	66
Mixed (two or more) ethnics	57	78	50
Something else			
Experienced harassment due to five reasons[λ][§]			
American Indian or Alaska Native			
Asian or Asian American			58
Black or African American			
Hispanic or Latinx	36	36	39
Native Hawaiian or Pacific Islander			
White	24	26	29
Mixed (two or more) ethnics	50	24	65
Something else			
Experienced any harassment or bullying[§]			
American Indian or Alaska Native			
Asian or Asian American			58
Black or African American			
Hispanic or Latinx	55	43	52
Native Hawaiian or Pacific Islander			
White	38	35	42
Mixed (two or more) ethnics	64	29	70
Something else			

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

[λ]*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 6 %	Grade 7 %	Grade 8 %
Had mean rumors or lies spread about you[§]			
American Indian or Alaska Native			
Asian or Asian American			58
Black or African American			
Hispanic or Latinx	41	35	58
Native Hawaiian or Pacific Islander			
White	46	47	55
Mixed (two or more) ethnics	57	44	48
Something else			
Been afraid of being beaten up[§] *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			17
Black or African American			
Hispanic or Latinx	9	24	13
Native Hawaiian or Pacific Islander			
White	21	21	21
Mixed (two or more) ethnics	31	17	16
Something else			
Been in a physical fight[§] *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			8
Black or African American			
Hispanic or Latinx	18	12	17
Native Hawaiian or Pacific Islander			
White	21	16	11
Mixed (two or more) ethnics	8	0	17
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 6 %	Grade 7 %	Grade 8 %
Seen a weapon on campus§ *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			8
Black or African American			
Hispanic or Latinx	5	7	23
Native Hawaiian or Pacific Islander			
White	14	13	21
Mixed (two or more) ethnics	0	11	20
Something else			

Notes: Cells are empty if there are less than 10 respondents.
§Past 12 months.

Table A12.3

Cyberbullying by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying§			
American Indian or Alaska Native			
Asian or Asian American			50
Black or African American			
Hispanic or Latinx	32	22	48
Native Hawaiian or Pacific Islander			
White	33	40	34
Mixed (two or more) ethnics	43	41	48
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 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use¶			
American Indian or Alaska Native			
Asian or Asian American			17
Black or African American			
Hispanic or Latinx	5	5	7
Native Hawaiian or Pacific Islander			
White	3	3	4
Mixed (two or more) ethnics	0	0	10
Something else			
Current marijuana use¶			
American Indian or Alaska Native			
Asian or Asian American			0
Black or African American			
Hispanic or Latinx	0	2	2
Native Hawaiian or Pacific Islander			
White	0	1	0
Mixed (two or more) ethnics	0	0	0
Something else			
Current binge drinking¶			
American Indian or Alaska Native			
Asian or Asian American			0
Black or African American			
Hispanic or Latinx	0	2	4
Native Hawaiian or Pacific Islander			
White	0	0	1
Mixed (two or more) ethnics	0	0	0
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 6 %	Grade 7 %	Grade 8 %
Very drunk or "high" 7 or more times, ever			
American Indian or Alaska Native			
Asian or Asian American			0
Black or African American			
Hispanic or Latinx	0	0	4
Native Hawaiian or Pacific Islander			
White	0	0	0
Mixed (two or more) ethnics	0	0	0
Something else			
Been drunk or "high" on drugs at school, ever			
American Indian or Alaska Native			
Asian or Asian American			0
Black or African American			
Hispanic or Latinx	0	2	6
Native Hawaiian or Pacific Islander			
White	0	1	0
Mixed (two or more) ethnics	0	0	0
Something else			
Current alcohol use[¶]			
American Indian or Alaska Native			
Asian or Asian American			17
Black or African American			
Hispanic or Latinx	5	5	6
Native Hawaiian or Pacific Islander			
White	3	3	4
Mixed (two or more) ethnics	0	0	10
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 6 %	Grade 7 %	Grade 8 %
Current alcohol use at school¶ *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			0
Black or African American			
Hispanic or Latinx	0	2	2
Native Hawaiian or Pacific Islander			
White	0	1	1
Mixed (two or more) ethnics	0	0	0
Something else			
Current cigarette smoking¶			
American Indian or Alaska Native			
Asian or Asian American			0
Black or African American			
Hispanic or Latinx	0	2	0
Native Hawaiian or Pacific Islander			
White	0	1	0
Mixed (two or more) ethnics	0	0	5
Something else			
Current vaping¶			
American Indian or Alaska Native			
Asian or Asian American			0
Black or African American			
Hispanic or Latinx	0	3	8
Native Hawaiian or Pacific Islander			
White	0	2	1
Mixed (two or more) ethnics	0	0	5
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 6 %	Grade 7 %	Grade 8 %
Current tobacco vaping¶			
American Indian or Alaska Native			
Asian or Asian American			0
Black or African American			
Hispanic or Latinx	0	2	8
Native Hawaiian or Pacific Islander			
White	0	2	1
Mixed (two or more) ethnics	0	0	0
Something else			
Current marijuana vaping¶			
American Indian or Alaska Native			
Asian or Asian American			0
Black or African American			
Hispanic or Latinx	0	2	2
Native Hawaiian or Pacific Islander			
White	0	1	0
Mixed (two or more) ethnics	0	0	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 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[|]			
American Indian or Alaska Native			
Asian or Asian American			77
Black or African American			
Hispanic or Latinx	65	76	69
Native Hawaiian or Pacific Islander			
White	77	71	69
Mixed (two or more) ethnics	79	67	71
Something else			
Bedtime (at 12 am or later)			
American Indian or Alaska Native			
Asian or Asian American			7
Black or African American			
Hispanic or Latinx	22	8	11
Native Hawaiian or Pacific Islander			
White	13	10	11
Mixed (two or more) ethnics	14	6	19
Something else			

Notes: Cells are empty if there are less than 10 respondents.
[\|]*Today.*

Table A12.6

Learning from Home by Race/Ethnicity (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Average days worked on schoolwork (5 or more)¶			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
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 6 %	Grade 7 %	Grade 8 %
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 6 %	Grade 7 %	Grade 8 %
Social emotional distress‡			
American Indian or Alaska Native			
Asian or Asian American			30
Black or African American			
Hispanic or Latinx	30	18	28
Native Hawaiian or Pacific Islander			
White	17	21	30
Mixed (two or more) ethnics	36	21	38
Something else			
Experienced chronic sadness/hopelessness§			
American Indian or Alaska Native			
Asian or Asian American			33
Black or African American			
Hispanic or Latinx	27	21	26
Native Hawaiian or Pacific Islander			
White	23	18	33
Mixed (two or more) ethnics	36	18	43
Something else			
Considered suicide§			
American Indian or Alaska Native			
Asian or Asian American			25
Black or African American			
Hispanic or Latinx	14	7	9
Native Hawaiian or Pacific Islander			
White	4	7	15
Mixed (two or more) ethnics	7	6	10
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 6 %	Grade 7 %	Grade 8 %
Optimism‡			
American Indian or Alaska Native			
Asian or Asian American			61
Black or African American			
Hispanic or Latinx	71	64	55
Native Hawaiian or Pacific Islander			
White	81	72	48
Mixed (two or more) ethnics	64	69	42
Something else			
Life satisfaction┬			
American Indian or Alaska Native			
Asian or Asian American			52
Black or African American			
Hispanic or Latinx	74	76	66
Native Hawaiian or Pacific Islander			
White	82	77	68
Mixed (two or more) ethnics	76	74	52
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 6 %	Grade 7 %	Grade 8 %
School Connectedness[†][#] *(In-School Only)*			
Male	72	72	65
Female	74	66	58
Nonbinary			
Something else			
School Connectedness[†][ψ] *(Remote Only)*			
Male			
Female			
Nonbinary			
Something else			
Academic Motivation[†]			
Male	70	67	62
Female	77	67	63
Nonbinary			
Something else			
School is really boring[±]			
Male	52	40	47
Female	19	37	36
Nonbinary			
Something else			
School is worthless and a waste of time[±]			
Male	13	12	14
Female	0	10	10
Nonbinary			
Something else			

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

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

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

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

[±]*Rating of 7 or higher.*

Table A13.1

School Engagement and Supports by Gender – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Monthly Absences (3 or more)			
Male	11	18	14
Female	6	20	12
Nonbinary			
Something else			
Maintaining focus on schoolwork†			
Male	53	45	42
Female	48	38	27
Nonbinary			
Something else			
Caring adult relationships‡			
Male	72	69	59
Female	78	62	63
Nonbinary			
Something else			
High expectations-adults in school‡			
Male	79	82	69
Female	88	77	78
Nonbinary			
Something else			
Meaningful participation‡			
Male	28	36	28
Female	38	32	28
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 6 %	Grade 7 %	Grade 8 %
Facilities upkeep[†] *(In-School Only)*			
Male	30	47	44
Female	55	55	61
Nonbinary			
Something else			
Promotion of parental involvement in school[†]			
Male	58	61	55
Female	64	66	45
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 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe *(In-School Only)*			
Male	72	73	74
Female	73	73	57
Nonbinary			
Something else			
Experienced harassment due to five reasons[λ][§]			
Male	21	29	28
Female	40	35	48
Nonbinary			
Something else			
Experienced any harassment or bullying[§]			
Male	32	39	42
Female	54	39	55
Nonbinary			
Something else			
Had mean rumors or lies spread about you[§]			
Male	44	38	41
Female	48	49	65
Nonbinary			
Something else			
Been afraid of being beaten up[§] *(In-School Only)*			
Male	21	20	10
Female	23	25	24
Nonbinary			
Something else			

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

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

[§]*Past 12 months.*

Table A13.2

School Safety by Gender – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§] *(In-School Only)*			
Male	25	19	21
Female	9	4	5
Nonbinary			
Something else			
Seen a weapon on campus[§] *(In-School Only)*			
Male	11	13	22
Female	4	11	19
Nonbinary			
Something else			

Notes: Cells are empty if there are less than 10 respondents.
[§]*Past 12 months.*

Table A13.3

Cyberbullying by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Male	32	24	33
Female	38	45	48
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 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Male	2	3	3
Female	4	4	10
Nonbinary			
Something else			
Current marijuana use[¶]			
Male	0	0	0
Female	0	2	1
Nonbinary			
Something else			
Current binge drinking[¶]			
Male	0	0	1
Female	0	1	2
Nonbinary			
Something else			
Very drunk or "high" 7 or more times, ever			
Male	0	0	1
Female	0	0	1
Nonbinary			
Something else			
Been drunk or "high" on drugs at school, ever			
Male	0	0	1
Female	0	2	2
Nonbinary			
Something else			
Current alcohol use[¶]			
Male	2	3	3
Female	4	4	9
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 6 %	Grade 7 %	Grade 8 %
Current alcohol use at school[¶] *(In-School Only)*			
Male	0	1	1
Female	0	1	1
Nonbinary			
Something else			
Current cigarette smoking[¶]			
Male	0	0	0
Female	0	2	1
Nonbinary			
Something else			
Current vaping[¶]			
Male	0	1	4
Female	0	4	3
Nonbinary			
Something else			
Current tobacco vaping[¶]			
Male	0	1	4
Female	0	2	2
Nonbinary			
Something else			
Current marijuana vaping[¶]			
Male	0	0	0
Female	0	2	1
Nonbinary			
Something else			

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

[¶]*Past 30 days.*

Table A13.5

Routines by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[|]			
Male	83	82	78
Female	67	60	62
Nonbinary			
Something else			
Bedtime (at 12 am or later)			
Male	15	6	10
Female	10	14	11
Nonbinary			
Something else			

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

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

[\|]*Today.*

Table A13.6

Learning from Home by Gender *(Remote Only)*

	Grade 6 %	Grade 7 %	Grade 8 %
Average days worked on schoolwork (5 or more)¶			
Male			
Female			
Nonbinary			
Something else			
Synchronous instruction (4 days or more)$^\parallel$			
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.*

$^\parallel$*Past 7 days.*

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

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

Table A13.7
Social and Emotional Health by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress‡			
Male	16	13	19
Female	29	31	40
Nonbinary			
Something else			
Experienced chronic sadness/hopelessness§			
Male	23	14	18
Female	26	27	44
Nonbinary			
Something else			
Considered suicide§			
Male	2	4	10
Female	11	12	16
Nonbinary			
Something else			
Optimism‡			
Male	80	74	58
Female	65	57	44
Nonbinary			
Something else			
Life satisfaction⊤			
Male	83	80	69
Female	77	70	59
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."

Military-Connected School Module

1. Module Sample

Table L1.1

Student Sample for Military-Connected School Module

	Grade 6	Grade 7	Grade 8
Student Sample Size			
Target sample	231	211	205
Final number	103	175	181
Response Rate	45%	83%	88%

2. Family Military Connections and Supports

Table L2.1

Family Military Connections

	Grade 6 %	Grade 7 %	Grade 8 %
Do you have someone in your family who is currently in the military?			
No	53	59	54
Yes	44	39	39
Don't know	3	2	7
Do you have someone in your family who is in the military now or sometime in the last 10 years?			
No	47	45	43
Yes	46	46	51
Don't know	7	9	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	49	60	50
Father	40	31	34
Mother	5	8	8
Brother or sister	2	0	3
Grandparent or other relative	7	8	12
Don't know	5	5	7

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 L2.2
Family Support

	Grade 6 %	Grade 7 %	Grade 8 %
My family is very close and we support each other.			
Not at all true	3	2	4
A little true	7	5	15
Pretty much true	26	25	26
Very much true	59	65	54
Don't know	5	4	1
My family gets support from relatives and friends.			
Not at all true	0	2	6
A little true	11	7	18
Pretty much true	25	22	24
Very much true	58	62	48
Don't know	6	7	4
I feel supported by other families in my community.			
Not at all true	5	4	14
A little true	19	17	25
Pretty much true	29	20	22
Very much true	39	52	34
Don't know	8	8	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 6 %	Grade 7 %	Grade 8 %
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	51	49	49
Not true	0	1	2
A little true	9	8	8
Pretty much true	19	10	12
Very much true	16	22	21
Don't know	5	9	8
The military is doing many things to help my family.			
No one in my family is in the military	46	46	45
Not true	1	3	4
A little true	14	6	8
Pretty much true	15	15	16
Very much true	16	20	17
Don't know	8	10	10
I feel that other military families support me and my family.			
No one in my family is in the military	44	45	46
Not true	6	2	4
A little true	4	11	9
Pretty much true	19	10	11
Very much true	17	23	17
Don't know	9	9	13

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 L2.4

Perceived Lack of Appreciation

	Grade 6 %	Grade 7 %	Grade 8 %
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	49	50	49
Not true	24	22	23
A little true	8	5	10
Pretty much true	4	5	2
Very much true	3	3	3
Don't know	12	15	13

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 6 %	Grade 7 %	Grade 8 %
I feel that I have more responsibilities at home than my friends.			
Not at all true	27	25	33
A little true	17	24	24
Pretty much true	19	17	19
Very much true	25	26	19
Don't know	13	8	5

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 6 %	Grade 7 %	Grade 8 %
I am more independent than many of my friends.			
Not at all true	9	7	8
A little true	22	23	25
Pretty much true	21	28	24
Very much true	36	34	32
Don't know	11	9	11
I know how to solve problems in my life better than most of my friends.			
Not at all true	10	7	5
A little true	18	21	20
Pretty much true	21	28	29
Very much true	33	33	34
Don't know	17	11	12

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 6 %	Grade 7 %	Grade 8 %
I am more interested in volunteering and helping others than are many of my friends.			
Not at all true	12	17	16
A little true	23	17	32
Pretty much true	25	24	20
Very much true	18	21	19
Don't know	22	20	13

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 6 %	Grade 7 %	Grade 8 %
Adults in this school respect my family.			
Not at all true	1	2	3
A little true	11	6	17
Pretty much true	28	31	30
Very much true	34	41	30
Don't know	25	19	20
I have a hard time paying attention in school.			
Not at all true	26	28	18
A little true	44	35	37
Pretty much true	7	12	23
Very much true	16	20	19
Don't know	7	5	2
My parents help me with my school work.			
Not at all true	11	9	18
A little true	29	22	24
Pretty much true	25	28	27
Very much true	32	37	27
Don't know	3	4	3
My parents come to school to meet my teachers or to attend events.			
Not at all true	12	10	8
A little true	15	10	24
Pretty much true	27	27	34
Very much true	40	46	31
Don't know	6	6	4

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 6 %	Grade 7 %	Grade 8 %
Other students in school do not really understand my family life.			
Not at all true	25	20	13
A little true	26	25	27
Pretty much true	11	23	23
Very much true	17	16	22
Don't know	21	16	14
I have a hard time making friends because I have to change schools often.			
Not at all true	71	69	71
A little true	13	13	12
Pretty much true	8	7	6
Very much true	5	5	9
Don't know	3	6	2

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 6 %	Grade 7 %	Grade 8 %
I feel proud of my family.			
Not at all true	1	1	3
A little true	5	5	7
Pretty much true	24	19	32
Very much true	67	73	56
Don't know	3	2	2

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 6 %	Grade 7 %	Grade 8 %
In the last 30 days, how often did you...			
feel full of energy?			
None of the time	5	7	4
A little of the time	13	8	19
Some of the time	17	18	26
Most of the time	47	39	32
All of the time	17	23	16
Don't know	2	4	4
feel happy?			
None of the time	1	2	2
A little of the time	9	12	10
Some of the time	17	15	27
Most of the time	38	38	41
All of the time	33	30	17
Don't know	2	3	3

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 6 %	Grade 7 %	Grade 8 %
In the last 30 days, how often did you...			
feel proud?			
None of the time	7	4	5
A little of the time	6	10	13
Some of the time	25	21	33
Most of the time	32	32	29
All of the time	25	28	15
Don't know	4	5	6
feel good about life?			
None of the time	4	4	3
A little of the time	6	6	10
Some of the time	13	15	19
Most of the time	32	29	40
All of the time	41	43	24
Don't know	4	4	3
feel excited?			
None of the time	7	4	3
A little of the time	7	10	9
Some of the time	18	23	38
Most of the time	39	36	29
All of the time	26	23	18
Don't know	3	4	3
feel strong?			
None of the time	6	6	8
A little of the time	9	9	12
Some of the time	20	18	25
Most of the time	23	25	28
All of the time	39	36	23
Don't know	3	6	4

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 6 %	Grade 7 %	Grade 8 %
In the last 30 days, how often did you...			
feel like everything is hard to do?			
None of the time	24	19	21
A little of the time	22	38	31
Some of the time	29	19	23
Most of the time	8	12	16
All of the time	13	8	4
Don't know	4	4	4
feel like nothing makes you happy?			
None of the time	49	51	50
A little of the time	25	20	24
Some of the time	9	12	16
Most of the time	6	5	5
All of the time	6	6	1
Don't know	4	5	4
feel restless, cannot stay still in one place?			
None of the time	20	16	11
A little of the time	25	23	23
Some of the time	19	22	20
Most of the time	17	15	24
All of the time	14	16	18
Don't know	6	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 6 %	Grade 7 %	Grade 8 %
In the last 30 days, how often did you...			
feel nervous?			
None of the time	14	10	7
A little of the time	26	37	27
Some of the time	32	23	28
Most of the time	14	16	20
All of the time	11	10	14
Don't know	4	4	3
feel that you do not have much hope?			
None of the time	55	47	42
A little of the time	20	24	30
Some of the time	8	9	12
Most of the time	4	7	8
All of the time	8	8	3
Don't know	4	5	5
feel like you are not important?			
None of the time	52	44	38
A little of the time	17	20	26
Some of the time	10	12	13
Most of the time	8	12	14
All of the time	8	7	5
Don't know	4	5	4

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 6 %	Grade 7 %	Grade 8 %
No one in my family is in the military	49	50	48
Not true	14	14	13
A little true	16	5	9
Pretty much true	8	7	10
Very much true	8	10	9
Don't know	5	14	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 6 %	Grade 7 %	Grade 8 %
In the last five years, how many times did you change your school because your family had to move?			
I did not change schools	35	41	42
Once	29	26	30
Twice	16	16	11
Three times	11	9	8
Four times	4	6	3
More than four times	3	1	3
Don't know	1	2	3
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.	30	38	38
I did not have any problems.	33	26	26
I had minor problems.	17	23	17
I had serious problems when I changed schools.	4	2	3
Don't know	16	11	16

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 6 %	Grade 7 %	Grade 8 %
Never	50	55	50
Once	8	8	11
Twice or more	34	27	32
Don't know	7	10	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 L6.3

Travel Experience

	Grade 6 %	Grade 7 %	Grade 8 %
I have traveled a lot and have seen many interesting places.			
Not at all true	7	5	11
A little true	18	22	15
Pretty much true	16	25	22
Very much true	56	45	49
Don't know	3	3	2

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 6 %	Grade 7 %	Grade 8 %
When I grow up, I would like to join the military.			
Not at all true	58	59	57
A little true	18	13	14
Pretty much true	5	7	10
Very much true	5	8	8
Don't know	14	14	11

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 6	Grade 7	Grade 8
Student Sample			
Military-connected family	42	59	66
Non-military-connected family (other)	61	116	115

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 6		Grade 7		Grade 8	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
My family is very close and we support each other.						
Not at all true	0	5	2	2	2	5
A little true	13	3	7	4	14	16
Pretty much true	28	24	37	18	37	20
Very much true	55	62	47	75	48	58
Don't know	5	5	7	2	0	1
My family gets support from relatives and friends.						
Not at all true	0	0	2	3	3	7
A little true	13	11	8	5	19	18
Pretty much true	23	26	29	19	19	27
Very much true	55	60	49	68	54	44
Don't know	10	4	12	5	5	4
I feel supported by other families in my community.						
Not at all true	8	3	5	3	8	18
A little true	25	16	25	12	27	24
Pretty much true	23	33	19	20	29	18
Very much true	38	40	41	58	32	35
Don't know	8	9	10	7	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 L8.3

Perceived Responsibilities by Military-Connected Family Status

	Grade 6		Grade 7		Grade 8	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
I feel that I have more responsibilities at home than my friends.						
Not at all true	25	29	16	30	29	35
A little true	10	21	29	21	17	27
Pretty much true	20	18	17	17	29	13
Very much true	28	23	26	26	22	18
Don't know	18	9	12	6	3	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 6		Grade 7		Grade 8	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
I am more independent than many of my friends.						
Not at all true	10	9	7	6	5	10
A little true	30	17	32	19	19	29
Pretty much true	20	22	25	29	35	18
Very much true	30	40	24	39	24	37
Don't know	10	12	12	7	17	7
I know how to solve problems in my life better than most of my friends.						
Not at all true	3	16	10	5	5	5
A little true	25	14	20	21	16	23
Pretty much true	20	22	25	29	33	27
Very much true	35	31	27	37	27	38
Don't know	18	17	17	8	19	8

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 6		Grade 7		Grade 8	
	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	10	13	19	16	13	17
A little true	26	21	25	13	35	30
Pretty much true	21	29	18	28	13	25
Very much true	18	18	18	23	19	19
Don't know	26	20	21	20	21	8

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 6		Grade 7		Grade 8	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
Adults in this school respect my family.						
Not at all true	3	0	4	2	0	5
A little true	13	11	5	7	19	16
Pretty much true	31	26	32	30	30	30
Very much true	28	39	30	48	27	32
Don't know	26	25	30	13	24	17
I have a hard time paying attention in school.						
Not at all true	26	26	28	28	17	18
A little true	44	44	40	32	40	36
Pretty much true	5	9	5	16	24	23
Very much true	15	16	19	21	16	21
Don't know	10	5	7	4	3	2
My parents help me with my school work.						
Not at all true	10	11	9	9	13	22
A little true	28	30	30	18	27	23
Pretty much true	21	29	35	24	30	25
Very much true	38	27	23	45	25	28
Don't know	3	4	4	5	5	2

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 6		Grade 7		Grade 8	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
My parents come to school to meet my teachers or to attend events.						
Not at all true	10	13	16	7	11	6
A little true	23	9	18	7	22	25
Pretty much true	26	29	28	27	38	31
Very much true	33	45	33	52	24	35
Don't know	8	5	5	7	5	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 6		Grade 7		Grade 8	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
Other students in school do not really understand my family life.						
Not at all true	18	30	16	22	10	16
A little true	26	26	19	28	29	26
Pretty much true	8	14	26	21	27	21
Very much true	23	12	14	17	16	26
Don't know	26	18	25	12	19	11
I have a hard time making friends because I have to change schools often.						
Not at all true	51	84	53	78	46	85
A little true	13	12	32	3	22	6
Pretty much true	18	2	5	8	13	3
Very much true	13	0	2	7	17	5
Don't know	5	2	9	4	2	2

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 6		Grade 7		Grade 8	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
I feel proud of my family.						
Not at all true	0	2	2	1	2	4
A little true	10	2	5	5	3	9
Pretty much true	28	22	27	15	33	31
Very much true	63	69	61	79	59	55
Don't know	0	5	5	1	3	2

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 6		Grade 7		Grade 8	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
In the last 30 days, how often did you...						
feel full of energy?						
None of the time	5	5	9	7	2	5
A little of the time	15	11	7	9	17	19
Some of the time	21	14	21	17	33	22
Most of the time	41	51	36	41	27	34
All of the time	15	18	22	23	19	14
Don't know	3	2	5	3	2	5
feel happy?						
None of the time	0	2	3	1	3	2
A little of the time	13	7	12	11	5	12
Some of the time	26	11	17	14	41	18
Most of the time	28	44	40	37	33	46
All of the time	31	35	24	34	16	18
Don't know	3	2	3	3	2	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 6		Grade 7		Grade 8	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
In the last 30 days, how often did you...						
feel proud?						
None of the time	8	7	3	4	6	4
A little of the time	8	5	10	9	10	14
Some of the time	23	26	21	21	41	28
Most of the time	36	30	31	33	22	33
All of the time	23	26	28	28	14	15
Don't know	3	5	7	5	6	5
feel good about life?						
None of the time	3	5	7	2	3	4
A little of the time	11	4	9	5	11	10
Some of the time	13	12	14	15	25	15
Most of the time	32	32	29	28	38	41
All of the time	37	44	38	46	21	26
Don't know	5	4	3	4	2	4

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 6		Grade 7		Grade 8	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
In the last 30 days, how often did you...						
feel excited?						
None of the time	5	9	5	4	2	4
A little of the time	13	4	12	9	6	10
Some of the time	13	21	24	22	44	35
Most of the time	38	39	34	37	27	29
All of the time	26	26	22	24	19	18
Don't know	5	2	2	5	2	4
feel strong?						
None of the time	5	7	12	3	8	8
A little of the time	15	5	10	8	15	11
Some of the time	21	19	12	21	34	21
Most of the time	18	26	24	25	23	30
All of the time	36	40	33	38	18	26
Don't know	5	2	9	5	3	4

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 6		Grade 7		Grade 8	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
In the last 30 days, how often did you...						
feel like everything is hard to do?						
None of the time	23	25	22	18	17	23
A little of the time	23	21	33	40	30	32
Some of the time	26	32	21	19	24	23
Most of the time	8	9	12	12	22	12
All of the time	15	11	9	7	5	3
Don't know	5	4	3	4	2	6
feel like nothing makes you happy?						
None of the time	49	49	50	52	41	54
A little of the time	26	25	19	21	30	21
Some of the time	8	11	16	10	19	15
Most of the time	10	4	5	6	5	4
All of the time	3	9	7	6	3	0
Don't know	5	4	3	6	2	5

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 6		Grade 7		Grade 8	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
In the last 30 days, how often did you...						
feel restless, cannot stay still in one place?						
None of the time	18	21	16	16	10	13
A little of the time	23	26	21	24	24	23
Some of the time	21	18	17	25	21	19
Most of the time	13	19	19	13	25	23
All of the time	18	11	19	15	17	18
Don't know	8	5	9	8	3	5
feel nervous?						
None of the time	24	7	17	6	5	8
A little of the time	13	35	29	41	29	27
Some of the time	34	30	21	25	24	30
Most of the time	16	12	16	16	22	19
All of the time	5	14	14	8	17	13
Don't know	8	2	3	4	3	4

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 6		Grade 7		Grade 8	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
In the last 30 days, how often did you...						
feel that you do not have much hope?						
None of the time	62	51	45	48	39	44
A little of the time	21	19	29	21	27	32
Some of the time	8	9	9	9	16	10
Most of the time	0	7	5	8	11	6
All of the time	5	11	9	8	3	3
Don't know	5	4	3	7	3	5
feel like you are not important?						
None of the time	44	58	47	42	34	41
A little of the time	23	12	19	21	26	26
Some of the time	13	9	7	15	16	11
Most of the time	8	9	17	8	18	13
All of the time	5	11	7	7	5	5
Don't know	8	2	3	7	2	5

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 6		Grade 7		Grade 8	
	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	22	45	18	53	20	55
Once	12	41	26	26	28	32
Twice	32	5	25	11	17	7
Three times	22	4	16	6	20	2
Four times	2	5	14	2	6	1
More than four times	7	0	0	1	5	2
Don't know	2	0	2	2	5	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.	15	41	16	50	19	49
I did not have any problems.	40	29	30	24	25	27
I had minor problems.	18	16	33	17	27	12
I had serious problems when I changed schools.	8	2	0	3	2	4
Don't know	20	13	21	6	28	9

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 6		Grade 7		Grade 8	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
Never	8	80	11	79	5	77
Once	13	5	18	3	12	11
Twice or more	75	5	67	6	75	6
Don't know	5	9	5	12	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 6		Grade 7		Grade 8	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
I have traveled a lot and have seen many interesting places.						
Not at all true	5	8	5	5	8	13
A little true	18	19	19	24	11	18
Pretty much true	10	20	27	24	27	20
Very much true	65	49	42	47	52	47
Don't know	3	3	7	1	2	3

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 6		Grade 7		Grade 8	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
When I grow up, I would like to join the military.						
Not at all true	49	65	46	65	43	65
A little true	23	14	21	8	21	10
Pretty much true	5	5	9	6	10	10
Very much true	13	0	11	7	14	5
Don't know	10	16	14	14	13	10

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 6	Grade 7	Grade 8
Student Sample Size			
Target sample	231	211	205
Final number	105	179	186
Response Rate	45%	85%	91%

2. Key Indicators of School Climate

Table P2.1

School Climate Scales

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Student learning environment[†]	63	61	56	P3.1
Learning engagement climate[†]	31	34	23	P3.2
Fairness and respect[†]	51	51	35	P4.1
Racial/Ethnic conflict[†]	11	17	13	P4.2
Respect for diversity[†]	69	66	57	P4.3
Clarity of rules[†]	71	66	64	P5.1
Disciplinary harshness[†]	24	29	36	P5.2
Student peer relationships[†]	53	59	49	P6.1
Support for social emotional learning[†]	69	66	55	P7.1
Antibullying climate[†]	47	45	31	P8.1
Quality of school facilities[†Φ]	45	52	58	P9.1
Time for lunch[†]	66	59	64	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 6 %	Grade 7 %	Grade 8 %
Student learning environment			
Average reporting "Agree" or "Strongly agree"	63	61	56
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.			
Strongly disagree	3	5	5
Disagree	8	11	11
Neither disagree nor agree	20	23	24
Agree	42	42	44
Strongly agree	28	19	16
My teachers work hard to help me with my schoolwork when I need it.			
Strongly disagree	7	6	2
Disagree	6	4	6
Neither disagree nor agree	21	27	26
Agree	37	41	48
Strongly agree	30	22	18
Teachers show how classroom lessons are helpful to students in real life.			
Strongly disagree	12	12	9
Disagree	17	15	25
Neither disagree nor agree	29	26	31
Agree	29	34	28
Strongly agree	13	13	8

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 6 %	Grade 7 %	Grade 8 %
Teachers give students a chance to take part in classroom discussions or activities.			
Strongly disagree	2	5	2
Disagree	3	5	4
Neither disagree nor agree	13	15	26
Agree	49	50	44
Strongly agree	33	26	23
Teachers go out of their way to help students.			
Strongly disagree	4	6	5
Disagree	6	7	11
Neither disagree nor agree	32	32	30
Agree	34	34	37
Strongly agree	24	20	17
Teachers help students catch up when they return from an absence.			
Strongly disagree	6	9	8
Disagree	11	13	15
Neither disagree nor agree	29	21	28
Agree	33	39	37
Strongly agree	21	19	11
My teachers give me useful feedback on my work.			
Strongly disagree	5	6	3
Disagree	3	6	7
Neither disagree nor agree	24	22	33
Agree	47	47	44
Strongly agree	22	20	13

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 6 %	Grade 7 %	Grade 8 %
This school is a supportive and inviting place for students to learn.$^{\emptyset}$ *(In-School Only)*			
Strongly disagree	6	6	4
Disagree	5	5	10
Neither disagree nor agree	23	31	32
Agree	41	36	41
Strongly agree	26	24	12

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.
$^{\emptyset}$*Item not included in the scale.*

Table P3.2
Learning Engagement Climate Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Learning engagement climate			
Average reporting "Agree" or "Strongly agree"	31	34	23
Students at this school are motivated to learn.			
Strongly disagree	10	13	11
Disagree	11	19	25
Neither disagree nor agree	47	41	41
Agree	21	20	19
Strongly agree	11	7	4
Students pay attention in class.			
Strongly disagree	7	9	9
Disagree	18	19	20
Neither disagree nor agree	51	43	50
Agree	20	24	18
Strongly agree	4	6	3
Students try their best in school.			
Strongly disagree	3	6	8
Disagree	14	18	20
Neither disagree nor agree	48	46	50
Agree	31	22	18
Strongly agree	5	9	4

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 6 %	Grade 7 %	Grade 8 %
Students turn in their homework on time.			
Strongly disagree	2	7	5
Disagree	13	14	14
Neither disagree nor agree	51	34	55
Agree	32	38	23
Strongly agree	2	8	2
Students usually follow the rules at school.^Ø *(In-School Only)*			
Strongly disagree	8	8	4
Disagree	15	20	24
Neither disagree nor agree	34	37	47
Agree	38	30	22
Strongly agree	6	7	3

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 6 %	Grade 7 %	Grade 8 %
This school promotes academic success for all students.			
Strongly disagree	2	3	4
Disagree	0	5	6
Neither disagree nor agree	26	23	24
Agree	47	45	53
Strongly agree	26	24	13

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 6 %	Grade 7 %	Grade 8 %
Fairness and respect			
Average reporting "Agree" or "Strongly agree"	51	51	35
Adults at this school treat all students with respect.			
Strongly disagree	7	5	10
Disagree	7	13	10
Neither disagree nor agree	27	24	33
Agree	34	35	33
Strongly agree	26	24	14
Students treat teachers with respect.			
Strongly disagree	7	11	8
Disagree	12	15	29
Neither disagree nor agree	42	30	42
Agree	27	33	17
Strongly agree	12	11	4
The school rules are fair.			
Strongly disagree	5	10	9
Disagree	9	13	21
Neither disagree nor agree	31	23	34
Agree	37	37	30
Strongly agree	18	17	7
All students are treated fairly when they break school rules.			
Strongly disagree	9	10	10
Disagree	10	14	17
Neither disagree nor agree	33	26	36
Agree	35	33	28
Strongly agree	13	17	9

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 6 %	Grade 7 %	Grade 8 %
Racial/Ethnic conflict			
Average reporting "Agree" or "Strongly agree"	11	17	13
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.			
Strongly disagree	69	51	43
Disagree	13	21	31
Neither disagree nor agree	13	18	15
Agree	3	6	9
Strongly agree	3	5	2
There is a lot of tension in this school between people of different cultures, races, or ethnicities.			
Strongly disagree	36	33	30
Disagree	21	26	31
Neither disagree nor agree	27	19	24
Agree	13	14	13
Strongly agree	4	9	3

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 6 %	Grade 7 %	Grade 8 %
Respect for diversity			
Average reporting "Agree" or "Strongly agree"	69	66	57
Students in this school respect each other's differences.			
Strongly disagree	8	9	10
Disagree	13	11	16
Neither disagree nor agree	30	29	34
Agree	29	35	30
Strongly agree	20	16	10
Adults/teachers in this school respect differences in students.			
Strongly disagree	1	4	2
Disagree	1	2	4
Neither disagree nor agree	16	21	23
Agree	39	44	48
Strongly agree	43	30	24
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	4	4	4
Disagree	1	4	2
Neither disagree nor agree	21	22	34
Agree	40	45	43
Strongly agree	34	26	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 6 %	Grade 7 %	Grade 8 %
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	4	9
Disagree	10	15	15
Neither disagree nor agree	31	24	35
Agree	36	38	35
Strongly agree	17	18	6

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 6 %	Grade 7 %	Grade 8 %
Clarity of rules			
Average reporting "Agree" or "Strongly agree"	71	66	64
This school clearly informs students what would happen if they break school rules.			
Strongly disagree	7	5	7
Disagree	7	7	7
Neither disagree nor agree	12	16	26
Agree	37	42	43
Strongly agree	38	30	16
Rules in this school are made clear to students.			
Strongly disagree	6	6	3
Disagree	4	10	6
Neither disagree nor agree	23	24	28
Agree	38	36	50
Strongly agree	30	24	13
This school makes it clear how students are expected to act.			
Strongly disagree	3	5	3
Disagree	9	8	3
Neither disagree nor agree	18	20	25
Agree	35	43	53
Strongly agree	36	24	16

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 6 %	Grade 7 %	Grade 8 %
Disciplinary harshness			
Average reporting "Agree" or "Strongly agree"	24	29	36
The rules in this school are too strict.			
Strongly disagree	10	9	3
Disagree	28	30	20
Neither disagree nor agree	47	39	48
Agree	11	13	20
Strongly agree	4	10	9
It is easy for students to get kicked out of class or get suspended.			
Strongly disagree	21	21	7
Disagree	30	27	27
Neither disagree nor agree	30	30	38
Agree	16	14	19
Strongly agree	3	7	9
Students get in trouble for breaking small rules.			
Strongly disagree	10	7	4
Disagree	17	16	13
Neither disagree nor agree	35	33	31
Agree	26	33	38
Strongly agree	11	10	13

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 6 %	Grade 7 %	Grade 8 %
Student peer relationships			
Average reporting "Agree" or "Strongly agree"	53	59	49
Students enjoy doing things with each other during school activities.			
Strongly disagree	2	3	3
Disagree	4	3	5
Neither disagree nor agree	25	20	25
Agree	42	45	50
Strongly agree	27	28	17
Students care about each other.			
Strongly disagree	3	5	3
Disagree	3	5	7
Neither disagree nor agree	38	25	36
Agree	39	44	45
Strongly agree	17	21	9
Students treat each other with respect.			
Strongly disagree	4	4	5
Disagree	8	14	19
Neither disagree nor agree	50	38	45
Agree	28	30	28
Strongly agree	11	14	3
Students get along well with each other.			
Strongly disagree	4	4	4
Disagree	4	5	8
Neither disagree nor agree	44	38	44
Agree	38	36	40
Strongly agree	10	17	5

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 6 %	Grade 7 %	Grade 8 %
Support for social emotional learning			
Average reporting "Agree" or "Strongly agree"	69	66	55
This school encourages students to feel responsible for how they act.			
Strongly disagree	2	4	3
Disagree	3	6	7
Neither disagree nor agree	19	21	30
Agree	43	42	45
Strongly agree	33	28	15
This school encourages students to understand how others think and feel.			
Strongly disagree	4	5	4
Disagree	4	6	7
Neither disagree nor agree	20	23	32
Agree	40	40	44
Strongly agree	32	26	13
Students are taught that they can control their own behavior.			
Strongly disagree	3	4	4
Disagree	5	5	7
Neither disagree nor agree	30	25	33
Agree	46	48	49
Strongly agree	17	19	7

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 6 %	Grade 7 %	Grade 8 %
This school helps students resolve conflicts with one another.			
Strongly disagree	5	8	7
Disagree	10	13	18
Neither disagree nor agree	34	30	36
Agree	39	31	34
Strongly agree	12	18	4
This school encourages students to care about how others feel.			
Strongly disagree	3	6	5
Disagree	3	5	9
Neither disagree nor agree	21	24	36
Agree	54	44	41
Strongly agree	20	21	9
Teachers here make it clear to students that bullying is not tolerated.			
Strongly disagree	2	4	5
Disagree	2	7	6
Neither disagree nor agree	18	15	22
Agree	39	41	40
Strongly agree	38	33	27

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 6 %	Grade 7 %	Grade 8 %
Antibullying climate			
Average reporting "Agree" or "Strongly agree"	47	45	31
If another student was bullying me, I would tell one of the teachers or staff at school.			
Strongly disagree	13	14	20
Disagree	13	12	21
Neither disagree nor agree	19	21	32
Agree	29	27	20
Strongly agree	25	25	7
Students tell teachers when other students are being bullied.			
Strongly disagree	11	16	18
Disagree	18	18	23
Neither disagree nor agree	39	30	38
Agree	21	23	17
Strongly agree	11	13	4
If I tell a teacher that someone is bullying me, the teacher will do something to help.			
Strongly disagree	6	4	4
Disagree	5	8	7
Neither disagree nor agree	17	26	30
Agree	45	36	43
Strongly agree	27	26	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 6 %	Grade 7 %	Grade 8 %
Students here try to stop bullying when they see it happening.			
Strongly disagree	12	15	14
Disagree	19	14	23
Neither disagree nor agree	38	41	43
Agree	22	21	16
Strongly agree	9	9	3

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 6 %	Grade 7 %	Grade 8 %
Quality of school facilities			
Average reporting "Agree" or "Strongly agree"	45	52	58
My school is usually clean and tidy.			
Strongly disagree	7	2	5
Disagree	14	18	9
Neither disagree nor agree	38	29	32
Agree	36	41	46
Strongly agree	5	10	7
The schoolyard and buildings are clean and in good condition.			
Strongly disagree	6	5	4
Disagree	10	11	7
Neither disagree nor agree	34	30	26
Agree	31	37	52
Strongly agree	19	16	11
The school grounds are kept clean.			
Strongly disagree	11	6	4
Disagree	13	16	13
Neither disagree nor agree	35	26	27
Agree	36	36	49
Strongly agree	6	14	7

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 6 %	Grade 7 %	Grade 8 %
My classroom is so crowded it is hard to concentrate and learn.			
Strongly disagree	22	19	11
Disagree	43	37	44
Neither disagree nor agree	27	30	28
Agree	6	9	16
Strongly agree	2	5	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 6 %	Grade 7 %	Grade 8 %
Time for lunch			
Average reporting "Agree" or "Strongly agree"	66	59	64
I eat my lunch at the right time of day.			
Strongly disagree	4	8	6
Disagree	5	9	7
Neither disagree nor agree	27	23	24
Agree	38	40	49
Strongly agree	27	20	14
I have plenty of time to eat my lunch.			
Strongly disagree	10	9	8
Disagree	9	15	13
Neither disagree nor agree	15	16	16
Agree	48	39	49
Strongly agree	19	21	14

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 6 %	Grade 7 %	Grade 8 %
This school has clean and drinkable water.			
Strongly disagree	6	5	6
Disagree	5	11	7
Neither disagree nor agree	26	18	19
Agree	26	40	46
Strongly agree	36	25	22

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 6	Grade 7	Grade 8
Student Sample Size			
Target sample	231	211	205
Final number	100	172	181
Response Rate	43%	82%	88%

2. Summary of Key Indicators

Table R2.1

Key Indicators of Social Emotional Health

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Covitality[†]	77	74	68	
Belief in self[†]	74	69	65	R2.2
Belief in others[†]	83	81	71	R2.2
Emotional competence[†]	78	76	73	R2.2
Engaged living[†]	75	72	61	R2.2
Growth mindset[‡]	78	69	77	R7.1
Goals[†]	88	84	86	R8.1
Collaboration[†]	75	78	76	R9.1
Problem solving[†]	61	58	49	R10.1

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

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

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

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

Table R2.2

Covitality Domains and Subdomains

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Belief in self	74	69	65	
Self-efficacy	85	81	82	R3.1
Self-awareness	77	76	67	R3.2
Persistence	58	51	47	R3.3
Belief in others	83	81	71	
School supports	83	80	71	R4.1
Family connectedness	85	87	74	R4.2
Peer supports	79	78	70	R4.3
Emotional competence	78	76	73	
Emotional regulation	85	79	78	R5.1
Empathy	79	82	76	R5.2
Behavioral self-control	70	69	66	R5.3
Engaged living	75	72	61	
Optimism	70	66	51	R6.1
Gratitude	81	81	72	R6.2
Zest	73	69	59	R6.3

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

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

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

3. Belief in Self

Table R3.1

Self-Efficacy Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Self-efficacy			
Average reporting "Pretty much true" or "Very much true"	85	81	82
I can work out my problems.			
Not at all true	3	5	2
A little true	16	19	18
Pretty much true	43	40	52
Very much true	38	36	28
I can do most things if I try.			
Not at all true	4	4	2
A little true	8	13	13
Pretty much true	43	40	51
Very much true	45	43	34
There are many things that I do well.			
Not at all true	1	3	3
A little true	13	14	16
Pretty much true	34	40	46
Very much true	52	43	35

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

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

Table R3.2
Self-Awareness Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Self-awareness			
Average reporting "Pretty much true" or "Very much true"	77	76	67
There is a purpose to my life.			
Not at all true	4	6	7
A little true	12	11	16
Pretty much true	20	30	32
Very much true	64	53	45
I understand my moods and feelings.			
Not at all true	9	10	11
A little true	17	17	24
Pretty much true	40	39	40
Very much true	34	34	24
I understand why I do what I do.			
Not at all true	7	12	12
A little true	18	18	28
Pretty much true	34	35	39
Very much true	40	35	22

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

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

Table R3.3
Persistence Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Persistence			
Average reporting "Pretty much true" or "Very much true"	58	51	47
When I do not understand something, I ask the teacher again and again until I understand.			
Not at all true	19	19	18
A little true	28	28	32
Pretty much true	35	30	31
Very much true	17	23	19
I try to answer all the questions asked in class.			
Not at all true	11	18	25
A little true	31	33	32
Pretty much true	30	28	28
Very much true	27	22	15
When I try to solve a math problem, I will not stop until I find a final solution.			
Not at all true	12	18	18
A little true	24	32	36
Pretty much true	34	28	29
Very much true	29	22	18

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

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

4. Belief in Others

Table R4.1

School Supports Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School supports			
Average reporting "Pretty much true" or "Very much true"	83	80	71
There is a teacher or some other adult from my school...			
who always wants me to do my best.			
Not at all true	3	1	3
A little true	5	9	14
Pretty much true	31	35	36
Very much true	61	54	46
who listens to me when I have something to say.			
Not at all true	4	8	9
A little true	16	19	24
Pretty much true	35	39	34
Very much true	44	35	33
who believes that I will be a success.			
Not at all true	5	5	8
A little true	19	20	27
Pretty much true	30	36	31
Very much true	45	40	34

Question HS/MS A.48, 50, 51: There is a teacher or some other adult from my school... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.
Note: Cells are empty if there are less than 10 respondents.

Table R4.2
Family Connectedness Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Family connectedness			
Average reporting "Pretty much true" or "Very much true"	85	87	74
My family members really help and support one another.			
Not at all true	2	3	5
A little true	7	7	17
Pretty much true	32	29	33
Very much true	59	61	45
There is a feeling of togetherness in my family.			
Not at all true	6	4	9
A little true	8	8	18
Pretty much true	29	30	30
Very much true	57	59	43
My family really gets along well with each other.			
Not at all true	2	4	7
A little true	19	14	22
Pretty much true	31	31	31
Very much true	48	51	40

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

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

Table R4.3

Peer Supports Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Peer supports			
Average reporting "Pretty much true" or "Very much true"	79	78	70
I have a friend my age who really cares about me.			
Not at all true	4	5	7
A little true	5	8	13
Pretty much true	21	27	28
Very much true	70	60	52
I have a friend my age who talks with me about my problems.			
Not at all true	17	13	19
A little true	16	16	17
Pretty much true	20	27	22
Very much true	48	45	42
I have a friend my age who helps me when I'm having a hard time.			
Not at all true	10	10	18
A little true	11	14	17
Pretty much true	25	25	21
Very much true	54	51	44

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

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

5. Emotional Competence

Table R5.1

Emotional Regulation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Emotional Regulation			
Average reporting "Pretty much true" or "Very much true"	85	79	78
I accept responsibility for my actions.			
Not at all true	4	4	2
A little true	9	16	15
Pretty much true	36	43	56
Very much true	51	36	27
When I make a mistake I admit it.			
Not at all true	5	7	3
A little true	14	17	25
Pretty much true	52	46	50
Very much true	29	30	22
I can deal with being told no.			
Not at all true	4	7	3
A little true	8	11	17
Pretty much true	48	40	47
Very much true	39	42	32

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

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

Table R5.2

Empathy Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Empathy			
Average reporting "Pretty much true" or "Very much true"	79	82	76
I feel bad when someone gets their feelings hurt.			
Not at all true	6	7	9
A little true	12	11	17
Pretty much true	37	31	35
Very much true	44	51	39
I try to understand what other people go through.			
Not at all true	6	5	4
A little true	16	12	17
Pretty much true	37	42	41
Very much true	40	41	38
I try to understand how other people feel and think.			
Not at all true	5	4	4
A little true	16	14	19
Pretty much true	37	41	42
Very much true	42	41	35

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

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

Table R5.3
Behavioral Self-Control Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Behavioral self-control			
Average reporting "Pretty much true" or "Very much true"	70	69	66
I can wait for what I want.			
Not at all true	5	5	6
A little true	12	18	19
Pretty much true	36	35	42
Very much true	46	41	33
I don't bother others when they are busy.			
Not at all true	5	9	6
A little true	30	31	35
Pretty much true	41	37	44
Very much true	24	23	15
I think before I act.			
Not at all true	5	5	9
A little true	33	24	27
Pretty much true	36	45	46
Very much true	26	26	18

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

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

6. Engaged Living

Table R6.1

Optimism Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Optimism			
Average reporting "Pretty much true" or "Very much true"	70	66	51
Each day I look forward to having a lot of fun.			
Not at all true	7	11	14
A little true	21	26	38
Pretty much true	39	39	28
Very much true	33	24	19
I usually expect to have a good day.			
Not at all true	14	14	14
A little true	19	20	34
Pretty much true	38	36	30
Very much true	29	31	22
Overall, I expect more good things to happen to me than bad things.			
Not at all true	11	15	16
A little true	17	17	31
Pretty much true	38	29	32
Very much true	34	39	22

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 R6.2
Gratitude Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Gratitude			
Average reporting "Pretty much true" or "Very much true"	81	81	72
On most days I feel grateful.			
Not at all true	6	5	3
A little true	12	13	22
Pretty much true	33	36	40
Very much true	48	46	35
On most days I feel thankful.			
Not at all true	5	6	4
A little true	13	12	22
Pretty much true	35	34	40
Very much true	46	48	35
On most days I feel appreciative.			
Not at all true	4	7	5
A little true	15	13	27
Pretty much true	39	35	37
Very much true	43	45	31

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

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

Table R6.3
Zest Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Zest			
Average reporting "Pretty much true" or "Very much true"	73	69	59
On most days I feel energetic.			
Not at all true	9	12	16
A little true	18	21	25
Pretty much true	34	30	31
Very much true	39	37	27
On most days I feel active.			
Not at all true	9	10	13
A little true	16	19	27
Pretty much true	29	31	32
Very much true	46	40	28
On most days I feel enthusiastic.			
Not at all true	9	11	12
A little true	21	19	30
Pretty much true	33	35	31
Very much true	36	34	27

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

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

7. Growth Mindset

Table R7.1

Growth Mindset Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Growth mindset$^\Gamma$			
Average reporting "A little true" or "Not at all true"	78	69	77
My intelligence is something I cannot change very much.			
Not at all true	46	38	35
A little true	19	22	30
Pretty much true	17	25	23
Very much true	17	16	12
Challenging myself will not make me any smarter.			
Not at all true	67	54	57
A little true	15	22	29
Pretty much true	8	11	8
Very much true	9	13	6
There are some things I am not capable of learning.			
Not at all true	39	30	40
A little true	36	35	30
Pretty much true	19	23	22
Very much true	6	12	9
If I am not naturally smart in a subject, I will never do well in it.			
Not at all true	70	53	54
A little true	18	26	32
Pretty much true	7	13	10
Very much true	5	8	3

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.

$^\Gamma$*All survey questions that comprise the scale were reverse-coded in computing the scale score.*

8. Goals

Table R8.1
Goals Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Goals			
Average reporting "Pretty much true" or "Very much true"	88	84	86
I am looking forward to a successful career.			
Not at all true	3	5	2
A little true	8	8	8
Pretty much true	26	26	37
Very much true	63	60	52
I have high goals and expectations for myself.			
Not at all true	4	6	4
A little true	10	11	13
Pretty much true	23	20	30
Very much true	63	63	52
I don't expect very much of myself in the future.$^{\Gamma}$			
Not at all true	72	69	65
A little true	15	15	22
Pretty much true	6	9	9
Very much true	6	7	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.

$^{\Gamma}$*Survey question was reverse-coded in computing the scale score.*

9. Collaboration

Table R9.1

Collaboration Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Collaboration			
Average reporting "Pretty much true" or "Very much true"	75	78	76
I enjoy working together with other students on class activities.			
Not at all true	8	9	8
A little true	26	16	21
Pretty much true	30	35	40
Very much true	35	39	31
When I work in school groups, I do my fair share.			
Not at all true	1	2	1
A little true	6	6	6
Pretty much true	33	42	39
Very much true	60	49	54
I like to listen to other students' ideas in class.			
Not at all true	6	10	8
A little true	27	24	31
Pretty much true	42	45	44
Very much true	25	21	17

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

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

10. Problem Solving

Table R10.1

Problem Solving Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Problem solving			
Average reporting "Pretty much true" or "Very much true"	61	58	49
When I need help I find someone to talk with.			
Not at all true	21	15	20
A little true	24	22	38
Pretty much true	24	33	25
Very much true	30	31	18
I try to work out my problems by talking or writing about them.			
Not at all true	20	32	30
A little true	34	25	35
Pretty much true	28	30	29
Very much true	19	13	7
I trust my ability to solve difficult problems.			
Not at all true	4	6	9
A little true	15	27	23
Pretty much true	44	35	44
Very much true	38	33	24

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

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[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,

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[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 youth[14] 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.

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[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/

[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.

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[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]
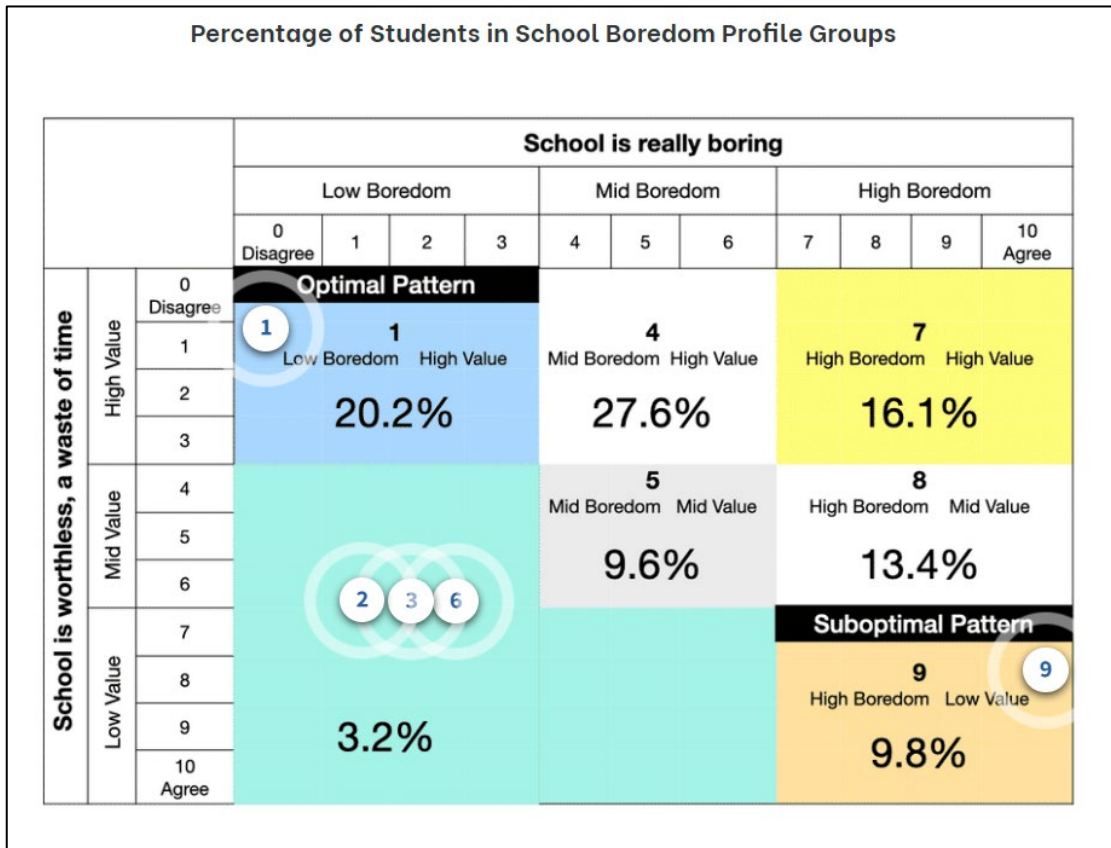
Students with high school boredom and low school-value, a suboptimal profile, report substantially poorer well-being than students with low boredom combined with elevated school-value, an optimal profile. Moreover, students with high school boredom and high school-value may be experiencing episodic or 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.

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[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

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[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]

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[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.

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[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]

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[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.

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[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