

CALIFORNIA HEALTHY KIDS SURVEY



Potter Valley Community Unified Secondary 2021-2022 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 2021-22 *California Healthy Kids Survey* (CHKS) for schools within this school district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS. Appendix I lists the schools that administered the survey in the district and their response rates; Appendix II provides more information about CHKS questions.

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

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

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

THE SURVEY

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

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

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

Core Module

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

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

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

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

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

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

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional capacities linked to student mental health and well-being and academic success. It includes 43 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

ONLINE DATA DASHBOARDS

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

results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

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

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

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).

- ***Making Sense of School Climate*** provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- ***Using CalSCHLS to Assess Social-Emotional Learning and Health*** describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- ***Helpful Resources for Local Control and Accountability Plans*** describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The ***California Safe and Supportive Schools Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/docs/calschls-crosswalk.pdf) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email calschls@wested.org.

Compare Results with Other Data

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

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/docs/calschls-crosswalk.pdf) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results.** Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results.** The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1719.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized *Data Workshop*. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (888.841.7536) or email calschls@wested.org.

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides results across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data)

District School Climate Report Card

For districts that survey all their schools, a district-level School Climate Report Card can be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (888.841.7536) or email calschls@wested.org.

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

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	–	32	–	–
Final number	–	32	–	–
Response Rate	–	100%	–	–

Note: ^ANT includes continuation, community day, and other alternative school types.

Table A1.2

Number of Respondents by Instructional Model

	Grade 7	Grade 9	Grade 11	NT
In-school learning only	–	32	–	–
Remote learning only	–	0	–	–

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness ^{†#} <i>(In-School Only)</i>	—	54	—	—	A6.4
School connectedness ^{†ψ} <i>(Remote Only)</i>	—		—	—	A6.4
Academic motivation [†]	—	52	—	—	A6.4
School is really boring [±]	—	60	—	—	A6.11
School is worthless and a waste of time [±]	—	17	—	—	A6.11
Monthly Absences (3 or more)	—	33	—	—	A6.2
Maintaining focus on schoolwork [†]	—	23	—	—	A6.10
Caring adult relationships [‡]	—	55	—	—	A6.4
High expectations-adults in school [‡]	—	66	—	—	A6.4
Meaningful participation [‡]	—	24	—	—	A6.4
Facilities upkeep ^{†Φ}	—	67	—	—	A6.14
Promotion of parental involvement in school [†]	—	49	—	—	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	—	68	—	—	A8.1
Experienced any harassment or bullying [§]	—	48	—	—	A8.2
Had mean rumors or lies spread about you [§]	—	39	—	—	A8.3
Been afraid of being beaten up ^{§Φ}	—	7	—	—	A8.3
Been in a physical fight ^{§Φ}	—	14	—	—	A8.4
Seen a weapon on campus ^{§Φ}	—	21	—	—	A8.6
Cyberbullying [§]	—	30	—	—	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 6 or higher.

^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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Substance Use					
Current alcohol or drug use [¶]	–	4	–	–	A9.5
Current marijuana use [¶]	–	0	–	–	A9.5
Current binge drinking [¶]	–	0	–	–	A9.5
Very drunk or “high” 7 or more times, ever	–	0	–	–	A9.7
Been drunk or “high” on drugs at school, ever	–	0	–	–	A9.9
Current cigarette smoking [¶]	–	0	–	–	A10.4
Current vaping [¶]	–	3	–	–	A10.4
Current tobacco vaping [¶]	–	3	–	–	A10.5
Current marijuana vaping [¶]	–	0	–	–	A10.5
Routines					
Eating of breakfast	–	58	–	–	A4.1
Bedtime (at 12 am or later)	–	42	–	–	A4.2
Learning from Home					
Average days worked on schoolwork (≥ 5) ^{¶δ}	–		–	–	A5.1
Synchronous instruction (4 days or more) ^{¶δ}	–		–	–	A5.1
Interest in schoolwork done from home ^{δ}	–		–	–	A5.3
Meaningful opportunities ^{$\ddagger$$\delta$}	–		–	–	A5.2
Social and Emotional Health					
Social emotional distress ^{\ddagger}	–	23	–	–	A7.5
Experienced chronic sadness/hopelessness ^{\S}	–	35	–	–	A7.1
Considered suicide ^{\S}	–	15	–	–	A7.2
Optimism ^{\ddagger}	–	46	–	–	A7.3
Life satisfaction ^{\mp}	–	68	–	–	A7.4

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

[¶]Past 30 days.

[|]Today.

^{δ} Remote only.

[¶]Past 7 days.

^{\ddagger} Average percent of respondents reporting “Pretty much true” or “Very much true.”

^{\S} Past 12 months.

^{\mp} Average percent of respondents reporting “Satisfied” or “Very satisfied.”

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
In-School Model	–	100	–	–
Remote Learning Model	–	0	–	–

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

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

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

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

Table A3.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	–	53	–	–
Female	–	47	–	–
Nonbinary	–	0	–	–
Something else	–	0	–	–

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

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

Table A3.3
Sexual Orientation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	–	74	–	–
Lesbian or Gay	–	0	–	–
Bisexual	–	10	–	–
Something else	–	3	–	–
Not sure	–	13	–	–
Decline to respond	–	0	–	–

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 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	–	100	–	–
Yes, I am transgender	–	0	–	–
I am not sure if I am transgender	–	0	–	–
Decline to respond	–	0	–	–

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 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native, non-Hispanic	–	0	–	–
Asian or Asian American, non-Hispanic	–	0	–	–
Black or African American, non-Hispanic	–	0	–	–
Hispanic or Latinx	–	32	–	–
Native Hawaiian or Pacific Islander, non-Hispanic	–	0	–	–
White, non-Hispanic	–	45	–	–
Multiracial, non-Hispanic	–	23	–	–
Something else, non-Hispanic	–	0	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	–	100	–	–
Other relative's home	–	0	–	–
A home with more than one family	–	0	–	–
Friend's home	–	0	–	–
Foster home, group care, or waiting placement	–	0	–	–
Hotel or motel	–	0	–	–
Shelter, car, campground, or other transitional or temporary housing	–	0	–	–
Other living arrangement	–	0	–	–

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 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	–	13	–	–
Graduated from high school	–	10	–	–
Attended college but did not complete four-year degree	–	40	–	–
Graduated from college	–	27	–	–
Don't know	–	10	–	–

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 7 %	Grade 9 %	Grade 11 %	NT %
English	–	71	–	–
Spanish	–	29	–	–
Mandarin	–	0	–	–
Cantonese	–	0	–	–
Taiwanese	–	0	–	–
Tagalog	–	0	–	–
Vietnamese	–	0	–	–
Korean	–	0	–	–
Arabic	–	0	–	–
Other	–	0	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How well do you...</i>				
understand English?				
Very well	—		—	—
Well	—		—	—
Not well	—		—	—
Not at all	—		—	—
speak English?				
Very well	—		—	—
Well	—		—	—
Not well	—		—	—
Not at all	—		—	—
read English?				
Very well	—		—	—
Well	—		—	—
Not well	—		—	—
Not at all	—		—	—
write English?				
Very well	—		—	—
Well	—		—	—
Not well	—		—	—
Not at all	—		—	—
<i>English Language Proficiency Status</i>				
Proficient	—		—	—
Not proficient	—		—	—

Question HS/MS A.14, 14A-14D: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do not attend my school's afterschool program	–	90	–	–
1 day	–	7	–	–
2 days	–	0	–	–
3 days	–	3	–	–
4 days	–	0	–	–
5 days	–	0	–	–

Question HS/MS A.21: How many days a week do you usually go to your school's afterschool program?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	97	–	–
Yes	–	3	–	–
Don't know	–	0	–	–

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 7 %	Grade 9 %	Grade 11 %	NT %
No	–	42	–	–
Yes	–	58	–	–

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

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

Table A4.2

Bedtime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Before 7:00 pm	–	0	–	–
7:00-7:59 pm	–	0	–	–
8:00-8:59 pm	–	0	–	–
9:00-9:59 pm	–	10	–	–
10:00-10:59 pm	–	23	–	–
11:00-11:59 pm	–	26	–	–
12:00-12:59 am	–	19	–	–
After 1:00 am	–	23	–	–
<i>Bedtime at 12 am or later</i>	–	42	–	–

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

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

5. Learning from Home

Table A5.1

Remote Learning Schedule and Instructional Time (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Time spent on learning and completing schoolwork from home on the average weekday				
Less than 1 hour	—		—	—
Between 1 and 2 hours	—		—	—
Between 2 and 3 hours	—		—	—
Between 3 and 4 hours	—		—	—
Between 4 and 5 hours	—		—	—
More than 5 hours	—		—	—
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days	—		—	—
1 day	—		—	—
2 days	—		—	—
3 days	—		—	—
4 days	—		—	—
5 days	—		—	—
Number of weekdays participating in school from home for the entire school day				
0 days	—		—	—
1 day	—		—	—
2 days	—		—	—
3 days	—		—	—
4 days	—		—	—
5 days	—		—	—

Question HS/MS A.22, 24, 25: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day? On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Not at all true	—		—	—
A little true	—		—	—
Pretty much true	—		—	—
Very much true	—		—	—

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	—		—	—
Disagree	—		—	—
Neither disagree nor agree	—		—	—
Agree	—		—	—
Strongly agree	—		—	—

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

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

6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	–	10	–	–
A's and B's	–	28	–	–
Mostly B's	–	7	–	–
B's and C's	–	14	–	–
Mostly C's	–	3	–	–
C's and D's	–	28	–	–
Mostly D's	–	3	–	–
Mostly F's	–	7	–	–

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

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

Table A6.2

Absences, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	–	30	–	–
1 day	–	20	–	–
2 days	–	17	–	–
3 or more days	–	33	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	–	30	–	–
Illness (feeling physically sick), including problems with breathing or your teeth	–	47	–	–
Were being bullied or mistreated at school <i>(In-School Only)</i>	–	7	–	–
Felt very sad, hopeless, anxious, stressed, or angry	–	20	–	–
Didn't get enough sleep	–	10	–	–
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	–	0	–	–
Had to take care of or help a family member or friend	–	17	–	–
Wanted to spend time with friends	–	0	–	–
Used alcohol or drugs	–	0	–	–
Were behind in schoolwork or weren't prepared for a test or class assignment	–	7	–	–
Were bored or uninterested in school	–	3	–	–
Had no transportation to school <i>(In-School Only)</i>	–	7	–	–
Other reason	–	23	–	–

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports	–	48	–	–	
Caring adults in school [‡]	–	55	–	–	A6.5
High expectations-adults in school [‡]	–	66	–	–	A6.6
Meaningful participation at school [‡]	–	24	–	–	A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	–	54	–	–	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>	–		–	–	A6.8
Academic motivation [†]	–	52	–	–	A6.9
Promotion of parental involvement in school [†]	–	49	–	–	A6.12

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

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

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

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

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

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

Table A6.5

Caring Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	55	–	–
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	–	20	–	–
A little true	–	23	–	–
Pretty much true	–	33	–	–
Very much true	–	23	–	–
<i>who notices when I’m not there.</i>				
Not at all true	–	24	–	–
A little true	–	24	–	–
Pretty much true	–	34	–	–
Very much true	–	17	–	–
<i>who listens to me when I have something to say.</i>				
Not at all true	–	17	–	–
A little true	–	28	–	–
Pretty much true	–	28	–	–
Very much true	–	28	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	66	–	–
<i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i>				
Not at all true	–	17	–	–
A little true	–	24	–	–
Pretty much true	–	34	–	–
Very much true	–	24	–	–
<i>who always wants me to do my best.</i>				
Not at all true	–	18	–	–
A little true	–	14	–	–
Pretty much true	–	36	–	–
Very much true	–	32	–	–
<i>who believes that I will be a success.</i>				
Not at all true	–	17	–	–
A little true	–	10	–	–
Pretty much true	–	28	–	–
Very much true	–	45	–	–

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

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

Table A6.7
Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	24	–	–
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	–	21	–	–
A little true	–	24	–	–
Pretty much true	–	45	–	–
Very much true	–	10	–	–
I help decide things like class activities or rules.				
Not at all true	–	52	–	–
A little true	–	24	–	–
Pretty much true	–	21	–	–
Very much true	–	3	–	–
I do things that make a difference.				
Not at all true	–	54	–	–
A little true	–	25	–	–
Pretty much true	–	21	–	–
Very much true	–	0	–	–
I have a say in how things work.				
Not at all true	–	48	–	–
A little true	–	41	–	–
Pretty much true	–	10	–	–
Very much true	–	0	–	–
I help decide school activities or rules.				
Not at all true	–	69	–	–
A little true	–	21	–	–
Pretty much true	–	10	–	–
Very much true	–	0	–	–

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

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

Table A6.8
School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School connectedness[#] (<i>In-School Only</i>)				
Average reporting “Agree” or “Strongly agree”	–	54	–	–
School connectedness^ψ (<i>Remote Only</i>)				
Average reporting “Agree” or “Strongly agree”	–		–	–
I feel close to people at/from this school.				
Strongly disagree	–	10	–	–
Disagree	–	10	–	–
Neither disagree nor agree	–	20	–	–
Agree	–	43	–	–
Strongly agree	–	17	–	–
I am happy with/to be at this school.				
Strongly disagree	–	7	–	–
Disagree	–	27	–	–
Neither disagree nor agree	–	23	–	–
Agree	–	33	–	–
Strongly agree	–	10	–	–
I feel like I am part of this school.				
Strongly disagree	–	10	–	–
Disagree	–	7	–	–
Neither disagree nor agree	–	37	–	–
Agree	–	40	–	–
Strongly agree	–	7	–	–

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

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	–	10	–	–
Disagree	–	7	–	–
Neither disagree nor agree	–	30	–	–
Agree	–	47	–	–
Strongly agree	–	7	–	–
I feel safe in my school. (<i>In-School Only</i>)				
Strongly disagree	–	3	–	–
Disagree	–	7	–	–
Neither disagree nor agree	–	23	–	–
Agree	–	53	–	–
Strongly agree	–	13	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	–	52	–	–
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	–	0	–	–
Disagree	–	0	–	–
Neither disagree nor agree	–	23	–	–
Agree	–	37	–	–
Strongly agree	–	40	–	–
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	–	7	–	–
Disagree	–	27	–	–
Neither disagree nor agree	–	50	–	–
Agree	–	10	–	–
Strongly agree	–	7	–	–
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	–	3	–	–
Disagree	–	13	–	–
Neither disagree nor agree	–	33	–	–
Agree	–	47	–	–
Strongly agree	–	3	–	–
I am always trying to do better in my schoolwork.				
Strongly disagree	–	3	–	–
Disagree	–	7	–	–
Neither disagree nor agree	–	23	–	–
Agree	–	40	–	–
Strongly agree	–	27	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	–	7	–	–
Disagree	–	17	–	–
Neither disagree nor agree	–	37	–	–
Agree	–	17	–	–
Strongly agree	–	23	–	–

Question HS/MS A.43: How strongly do you agree or disagree with the following statements?... It is hard for me to stay focused when doing my schoolwork.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School is really boring.				
0 (Strongly disagree)	–	0	–	–
1	–	0	–	–
2	–	3	–	–
3	–	7	–	–
4	–	3	–	–
5	–	27	–	–
6	–	20	–	–
7	–	10	–	–
8	–	20	–	–
9	–	0	–	–
10 (Strongly agree)	–	10	–	–
School is worthless and a waste of time.				
0 (Strongly disagree)	–	30	–	–
1	–	7	–	–
2	–	13	–	–
3	–	17	–	–
4	–	10	–	–
5	–	7	–	–
6	–	13	–	–
7	–	0	–	–
8	–	0	–	–
9	–	0	–	–
10 (Strongly agree)	–	3	–	–

Question HS/MS A.49, 50: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

Table A6.12***Promotion of Parental Involvement Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Promotion of parental involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	–	49	–	–
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	–	3	–	–
Disagree	–	13	–	–
Neither disagree nor agree	–	27	–	–
Agree	–	50	–	–
Strongly agree	–	7	–	–
Parents feel welcome to participate at this school.				
Strongly disagree	–	3	–	–
Disagree	–	0	–	–
Neither disagree nor agree	–	43	–	–
Agree	–	50	–	–
Strongly agree	–	3	–	–
School staff take parent concerns seriously.				
Strongly disagree	–	7	–	–
Disagree	–	10	–	–
Neither disagree nor agree	–	47	–	–
Agree	–	27	–	–
Strongly agree	–	10	–	–

Question HS/MS A.40-42: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff take parent concerns seriously.

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

Table A6.13***Checking Student Progress***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	–	38	–	–
A little true	–	24	–	–
Pretty much true	–	10	–	–
Very much true	–	28	–	–

Question HS/MS A.56: There is a teacher or some other adult from my school... who checks on how I am feeling.

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

Table A6.14***Quality of School Physical Environment (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	–	3	–	–
Disagree	–	0	–	–
Neither disagree nor agree	–	30	–	–
Agree	–	47	–	–
Strongly agree	–	20	–	–

Question HS/MS A.39: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

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

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	65	–	–
Yes	–	35	–	–

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

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	85	–	–
Yes	–	15	–	–

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

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

Table A7.3
Optimism Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	46	–	–
Each day I look forward to having a lot of fun.				
Not at all true	–	15	–	–
A little true	–	38	–	–
Pretty much true	–	38	–	–
Very much true	–	8	–	–
I usually expect to have a good day.				
Not at all true	–	27	–	–
A little true	–	31	–	–
Pretty much true	–	31	–	–
Very much true	–	12	–	–
Overall, I expect more good things to happen to me than bad things.				
Not at all true	–	27	–	–
A little true	–	23	–	–
Pretty much true	–	38	–	–
Very much true	–	12	–	–

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

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

Table A7.4
Life Satisfaction Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Life satisfaction				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	–	68	–	–
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	–	4	–	–
Dissatisfied	–	0	–	–
A little dissatisfied	–	4	–	–
A little satisfied	–	0	–	–
Satisfied	–	35	–	–
Very satisfied	–	58	–	–
my friendships as...				
Very dissatisfied	–	4	–	–
Dissatisfied	–	4	–	–
A little dissatisfied	–	8	–	–
A little satisfied	–	15	–	–
Satisfied	–	27	–	–
Very satisfied	–	42	–	–
my school experience as...				
Very dissatisfied	–	12	–	–
Dissatisfied	–	4	–	–
A little dissatisfied	–	27	–	–
A little satisfied	–	27	–	–
Satisfied	–	15	–	–
Very satisfied	–	15	–	–

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

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

Table A7.4
Life Satisfaction Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>I would describe my satisfaction with...</i>				
myself as...				
Very dissatisfied	–	12	–	–
Dissatisfied	–	4	–	–
A little dissatisfied	–	0	–	–
A little satisfied	–	15	–	–
Satisfied	–	38	–	–
Very satisfied	–	31	–	–
where I live as...				
Very dissatisfied	–	0	–	–
Dissatisfied	–	0	–	–
A little dissatisfied	–	15	–	–
A little satisfied	–	8	–	–
Satisfied	–	54	–	–
Very satisfied	–	23	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress				
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	23	–	–
I had a hard time relaxing.				
Not at all true	–	46	–	–
A little true	–	31	–	–
Pretty much true	–	8	–	–
Very much true	–	15	–	–
I felt sad and down.				
Not at all true	–	38	–	–
A little true	–	46	–	–
Pretty much true	–	8	–	–
Very much true	–	8	–	–
I was easily irritated.				
Not at all true	–	38	–	–
A little true	–	23	–	–
Pretty much true	–	23	–	–
Very much true	–	15	–	–
It was hard for me to cope and I thought I would panic.				
Not at all true	–	54	–	–
A little true	–	27	–	–
Pretty much true	–	8	–	–
Very much true	–	12	–	–
It was hard for me to get excited about anything.				
Not at all true	–	50	–	–
A little true	–	31	–	–
Pretty much true	–	12	–	–
Very much true	–	8	–	–

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

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	–	21	–	–
Safe	–	46	–	–
Neither safe nor unsafe	–	29	–	–
Unsafe	–	4	–	–
Very unsafe	–	0	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	–	93	–	–
1 time	–	4	–	–
2 or more times	–	4	–	–
Religion				
0 times	–	96	–	–
1 time	–	0	–	–
2 or more times	–	4	–	–
Gender				
0 times	–	81	–	–
1 time	–	11	–	–
2 or more times	–	7	–	–
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	–	67	–	–
1 time	–	19	–	–
2 or more times	–	15	–	–
A physical or mental disability				
0 times	–	89	–	–
1 time	–	7	–	–
2 or more times	–	4	–	–
Any of the above five reasons	–	41	–	–

Question HS A.141-145, 148-152/MS A.134-138, 141-145: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability. [Remote only]

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	–	100	–	–
1 time	–	0	–	–
2 or more times	–	0	–	–
Any other reason				
0 times	–	81	–	–
1 time	–	7	–	–
2 or more times	–	11	–	–
Any harassment	–	48	–	–

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

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

Table A8.3

School Violence Victimization Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence victimization (<i>In-School Only</i>)				
Average reporting “1 or more times”	–	30	–	–
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? (<i>In-School Only</i>)				
0 times	–	68	–	–
1 time	–	21	–	–
2 to 3 times	–	4	–	–
4 or more times	–	7	–	–
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	–	93	–	–
1 time	–	4	–	–
2 to 3 times	–	4	–	–
4 or more times	–	0	–	–
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	–	61	–	–
1 time	–	29	–	–
2 to 3 times	–	0	–	–
4 or more times	–	11	–	–
had sexual jokes, comments, or gestures made to you?				
0 times	–	68	–	–
1 time	–	7	–	–
2 to 3 times	–	4	–	–
4 or more times	–	21	–	–

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

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

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
had your property stolen or deliberately damaged?				
<i>(In-School Only)</i>				
0 times	–	82	–	–
1 time	–	11	–	–
2 to 3 times	–	7	–	–
4 or more times	–	0	–	–
been made fun of because of your looks or the way you talk?				
0 times	–	57	–	–
1 time	–	14	–	–
2 to 3 times	–	14	–	–
4 or more times	–	14	–	–
been made fun of, insulted, or called names?				
0 times	–	61	–	–
1 time	–	11	–	–
2 to 3 times	–	14	–	–
4 or more times	–	14	–	–
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)	–	70	–	–
1 time	–	15	–	–
2 to 3 times	–	4	–	–
4 or more times	–	11	–	–

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

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

Table A8.4

School Violence Perpetration Scale Questions (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence perpetration				
<i>Average reporting “1 or more times”</i>	–	4	–	–
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	–	86	–	–
1 time	–	7	–	–
2 to 3 times	–	7	–	–
4 or more times	–	0	–	–
been offered, sold, or given an illegal drug?				
0 times	–	93	–	–
1 time	–	4	–	–
2 to 3 times	–	0	–	–
4 or more times	–	4	–	–
damaged school property on purpose?				
0 times	–	100	–	–
1 time	–	0	–	–
2 to 3 times	–	0	–	–
4 or more times	–	0	–	–
carried a gun?				
0 times	–	100	–	–
1 time	–	0	–	–
2 to 3 times	–	0	–	–
4 or more times	–	0	–	–
carried any other weapon (such as a knife or club)?				
0 times	–	100	–	–
1 time	–	0	–	–
2 to 3 times	–	0	–	–
4 or more times	–	0	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been threatened with harm or injury?				
0 times	–	89	–	–
1 time	–	0	–	–
2 to 3 times	–	7	–	–
4 or more times	–	4	–	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	–	89	–	–
1 time	–	7	–	–
2 to 3 times	–	4	–	–
4 or more times	–	0	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
seen someone carrying a gun, knife, or other weapon?				
0 times	–	79	–	–
1 time	–	11	–	–
2 to 3 times	–	7	–	–
4 or more times	–	4	–	–

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

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get “high” [^]	–	14	–	–	A9.2
Lifetime alcohol or drug use	–	14	–	–	A9.2
Lifetime marijuana use	–	0	–	–	A9.2
Lifetime very drunk or high (7 or more times)	–	0	–	–	A9.7
Current alcohol or drug use [¶]	–	4	–	–	A9.5
Current marijuana use [¶]	–	0	–	–	A9.5
Current heavy drug use [¶]	–	0	–	–	A9.5
Current heavy alcohol use (binge drinking) [¶]	–	0	–	–	A9.5
Current alcohol or drug use on school property ^{¶Φ}	–	0	–	–	A9.8
Harmfulness of occasional marijuana use ^{BΦ}	–	21	–	–	A9.11
Difficulty of obtaining marijuana ^{CΦ}	–	11	–	–	A9.12

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

[^]*Excludes prescription pain medication.*

[¶]*Past 30 days.*

^Φ*In-School only.*

^B*Great harm.*

^C*Very difficult.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	–	10	–	–
Marijuana	–	0	–	–
Inhalants	–	0	–	–
Cocaine, methamphetamine, or any amphetamines	na	0	–	–
Ecstasy, LSD, or other psychedelics	na	0	–	–
Prescription pain medication (opioids)	na	0	–	–
Cold/cough medicines or other over-the-counter medicines to get “high”	na	3	–	–
Any other drug, pill, or medicine to get “high”	–	0	–	–
<i>Any of the above AOD use</i>	–	14	–	–
<i>Any illicit AOD use to get “high”[^]</i>	–	14	–	–

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

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

na—Not asked of middle school students.

Table A9.3
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	—	90	—	—
1 time	—	3	—	—
2 to 3 times	—	3	—	—
4 or more times	—	3	—	—
Marijuana (smoke, vape, eat, or drink)				
0 times	—	100	—	—
1 time	—	0	—	—
2 to 3 times	—	0	—	—
4 or more times	—	0	—	—
Inhalants				
0 times	—	100	—	—
1 time	—	0	—	—
2 to 3 times	—	0	—	—
4 or more times	—	0	—	—
Cocaine, methamphetamine, or any amphetamines				
0 times	na	100	—	—
1 time	na	0	—	—
2 to 3 times	na	0	—	—
4 or more times	na	0	—	—
Ecstasy, LSD, or other psychedelics				
0 times	na	100	—	—
1 time	na	0	—	—
2 to 3 times	na	0	—	—
4 or more times	na	0	—	—
Prescription pain medication				
0 times	na	100	—	—
1 time	na	0	—	—
2 to 3 times	na	0	—	—
4 or more times	na	0	—	—

Question HS A.72-75, 77, 78/MS A.73-75: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	na	97	–	–
1 time	na	0	–	–
2 to 3 times	na	0	–	–
4 or more times	na	3	–	–
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	–	100	–	–
1 time	–	0	–	–
2 to 3 times	–	0	–	–
4 or more times	–	0	–	–

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

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

na—Not asked of middle school students.

Table A9.4
Methods of Marijuana Consumption

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	–	100	–	–
1 time	–	0	–	–
2 to 3 times	–	0	–	–
4 or more times	–	0	–	–
In a vaping device?				
0 times	–	100	–	–
1 time	–	0	–	–
2 to 3 times	–	0	–	–
4 or more times	–	0	–	–
Eat or drink it in products made with marijuana?				
0 times	–	100	–	–
1 time	–	0	–	–
2 to 3 times	–	0	–	–
4 or more times	–	0	–	–

Question HS A.84-86/MS A.81-83: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, portable vaporizers)?... Eat or drink it in products made with marijuana?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	—	4	—	—
Binge drinking (5 or more drinks in a row)	—	0	—	—
Marijuana (smoke, vape, eat, or drink)	—	0	—	—
Inhalants	—	0	—	—
Prescription drugs to get “high” or for reasons other than prescribed	na	0	—	—
Other drug, pill, or medicine to get “high” or for reasons other than medical	—	0	—	—
<i>Any drug use</i>	—	0	—	—
<i>Heavy drug use</i>	—	0	—	—
<i>Any AOD Use</i>	—	4	—	—
Two or more substances at the same time	na	0	—	—

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

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

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get “high” (high school only), or any other illegal drug/pill to get “high”). na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	–	96	–	–
1 or 2 days	–	4	–	–
3 to 9 days	–	0	–	–
10 to 19 days	–	0	–	–
20 to 30 days	–	0	–	–
Binge drinking (5 or more drinks in a row)				
0 days	–	100	–	–
1 or 2 days	–	0	–	–
3 to 9 days	–	0	–	–
10 to 19 days	–	0	–	–
20 to 30 days	–	0	–	–
Marijuana (smoke, vape, eat, or drink)				
0 days	–	100	–	–
1 or 2 days	–	0	–	–
3 to 9 days	–	0	–	–
10 to 19 days	–	0	–	–
20 to 30 days	–	0	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	–	97	–	–
1 to 2 times	–	3	–	–
3 to 6 times	–	0	–	–
7 or more times	–	0	–	–
“High” (loaded, stoned, or wasted) from using drugs				
0 times	–	100	–	–
1 to 2 times	–	0	–	–
3 to 6 times	–	0	–	–
7 or more times	–	0	–	–
<i>Very drunk or “high” 7 or more times</i>	–	0	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	–	100	–	–
1 to 2 days	–	0	–	–
3 or more days	–	0	–	–
Marijuana (smoke, vape, eat, or drink)				
0 days	–	100	–	–
1 to 2 days	–	0	–	–
3 or more days	–	0	–	–
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	–	100	–	–
1 to 2 days	–	0	–	–
3 or more days	–	0	–	–
Any of the above	–	0	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	–	100	–	–
1 to 2 times	–	0	–	–
3 to 6 times	–	0	–	–
7 or more times	–	0	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	97	—	—
0 times	na	3	—	—
1 time	na	0	—	—
2 to 3 times	na	0	—	—
4 or more times	na	0	—	—
Marijuana				
Does not apply, don't use	na	100	—	—
0 times	na	0	—	—
1 time	na	0	—	—
2 to 3 times	na	0	—	—
4 or more times	na	0	—	—

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	–	14	–	–
Moderate	–	25	–	–
Slight	–	46	–	–
None	–	14	–	–
Alcohol - 5 or more drinks once or twice a week				
Great	–	32	–	–
Moderate	–	46	–	–
Slight	–	7	–	–
None	–	14	–	–
Marijuana - use occasionally				
Great	–	21	–	–
Moderate	–	18	–	–
Slight	–	43	–	–
None	–	18	–	–
Marijuana - use daily				
Great	–	36	–	–
Moderate	–	25	–	–
Slight	–	25	–	–
None	–	14	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	–	7	–	–
Fairly difficult	–	14	–	–
Fairly easy	–	18	–	–
Very easy	–	32	–	–
Don’t know	–	29	–	–
Marijuana				
Very difficult	–	11	–	–
Fairly difficult	–	7	–	–
Fairly easy	–	25	–	–
Very easy	–	25	–	–
Don’t know	–	32	–	–
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	–	11	–	–
Fairly difficult	–	18	–	–
Fairly easy	–	18	–	–
Very easy	–	7	–	–
Don’t know	–	46	–	–

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

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	—	0	—	—	A10.2
Current cigarette smoking [¶]	—	0	—	—	A10.4
Current cigarette smoking at school ^{¶Φ}	—	0	—	—	A10.6
Ever tried smokeless tobacco	—	0	—	—	A10.2
Current smokeless tobacco use [¶]	—	0	—	—	A10.4
Current smokeless tobacco use at school ^{¶Φ}	—	0	—	—	A10.6
Ever used vape products	—	7	—	—	A10.2
Current use of vape products [¶]	—	3	—	—	A10.4
Current tobacco vaping [¶]	—	3	—	—	A10.5
Current marijuana vaping [¶]	—	0	—	—	A10.5
Current vaping at school ^{¶Φ}	—	0	—	—	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine ^Φ	na	0	—	—	A10.8
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^{BΦ}	—	29	—	—	A10.9
Harmfulness of smoking 1 or more packs/day ^{BΦ}	—	70	—	—	A10.9
Harmfulness of vaping occasionally ^{BΦ}	—	36	—	—	A10.10
Harmfulness of vaping several times a day ^{BΦ}	—	64	—	—	A10.10
Difficulty of obtaining cigarettes ^{CΦ}	—	14	—	—	A10.11
Difficulty of obtaining vape products ^{CΦ}	—	7	—	—	A10.11
Anti-Tobacco Policy					
School bans tobacco use and vaping ^Φ	—	79	—	—	A10.12

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	—	na	na	na
1 time	—	na	na	na
2 to 3 times	—	na	na	na
4 or more times	—	na	na	na
A whole cigarette				
0 times	—	100	—	—
1 time	—	0	—	—
2 to 3 times	—	0	—	—
4 or more times	—	0	—	—
Smokeless tobacco				
0 times	—	100	—	—
1 time	—	0	—	—
2 to 3 times	—	0	—	—
4 or more times	—	0	—	—
Vape products				
0 times	—	93	—	—
1 time	—	3	—	—
2 to 3 times	—	0	—	—
4 or more times	—	3	—	—

Question HS A.69-71/MS A.69-72: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

na—Not asked of high school students.

Table A10.3
Substances Ever Vaped

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 times	–	97	–	–
1 time	–	0	–	–
2 to 3 times	–	0	–	–
4 or more times	–	3	–	–
Vaped marijuana or THC				
0 times	–	100	–	–
1 time	–	0	–	–
2 to 3 times	–	0	–	–
4 or more times	–	0	–	–
Vaped other product				
0 times	–	100	–	–
1 time	–	0	–	–
2 to 3 times	–	0	–	–
4 or more times	–	0	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	–	0	–	–
Daily (20 or more days)	–	0	–	–
Smokeless tobacco				
Any	–	0	–	–
Daily (20 or more days)	–	0	–	–
Vape products				
Any	–	3	–	–
Daily (20 or more days)	–	0	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine?				
0 days	–	97	–	–
1 or 2 days	–	0	–	–
3 to 9 days	–	3	–	–
10 to 19 days	–	0	–	–
20 to 30 days	–	0	–	–
Vaped marijuana or THC?				
0 days	–	100	–	–
1 or 2 days	–	0	–	–
3 to 9 days	–	0	–	–
10 to 19 days	–	0	–	–
20 to 30 days	–	0	–	–
Vaped other product?				
0 days	–	100	–	–
1 or 2 days	–	0	–	–
3 to 9 days	–	0	–	–
10 to 19 days	–	0	–	–
20 to 30 days	–	0	–	–

*Question HS A.89A-89C/MS A.86A-86C: During the past 30 days, on how many days did you use vape products?...
Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product?*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	–	100	–	–
1 or 2 days	–	0	–	–
3 to 9 days	–	0	–	–
10 to 19 days	–	0	–	–
20 to 30 days	–	0	–	–
Smokeless tobacco				
0 days	–	100	–	–
1 or 2 days	–	0	–	–
3 to 9 days	–	0	–	–
10 to 19 days	–	0	–	–
20 to 30 days	–	0	–	–
Vape				
0 days	–	100	–	–
1 or 2 days	–	0	–	–
3 to 9 days	–	0	–	–
10 to 19 days	–	0	–	–
20 to 30 days	–	0	–	–

Question HS A.97-99/MS A.92-94: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	–	89	–	–
1 day	–	11	–	–
2 days	–	0	–	–
3-9 days	–	0	–	–
10-19 days	–	0	–	–
20-30 days	–	0	–	–

Question HS A.103/MS A.98: During the past 30 days, on how many days on school property did you... breathe the smoke or vapor from someone who was using cigarettes or e-cigarettes?

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

Table A10.8***Cigarette Smoking and Vaping Cessation Attempts (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	97	–	–
0 times	na	3	–	–
1 time	na	0	–	–
2 to 3 times	na	0	–	–
4 or more times	na	0	–	–

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	–	29	–	–
Moderate	–	39	–	–
Slight	–	21	–	–
None	–	11	–	–
Smoke 1 or more packs of cigarettes each day				
Great	–	70	–	–
Moderate	–	15	–	–
Slight	–	4	–	–
None	–	11	–	–

Question HS A.104, 105/MS A.99, 100: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vape tobacco or nicotine occasionally				
Great	–	36	–	–
Moderate	–	29	–	–
Slight	–	25	–	–
None	–	11	–	–
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	–	64	–	–
Moderate	–	18	–	–
Slight	–	7	–	–
None	–	11	–	–

Question HS A.106, 107/MS A.101, 102: How much do people risk harming themselves physically and in other ways when they do the following?... Vape tobacco or nicotine occasionally... Vape tobacco or nicotine several times a day (100 puffs or more).

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	–	14	–	–
Fairly difficult	–	11	–	–
Fairly easy	–	36	–	–
Very easy	–	7	–	–
Don't know	–	32	–	–
Vape products				
Very difficult	–	7	–	–
Fairly difficult	–	11	–	–
Fairly easy	–	21	–	–
Very easy	–	32	–	–
Don't know	–	29	–	–

Question HS A.112, 113/MS A.107, 108: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.

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

Table A10.12***School Bans Tobacco Use and Vaping (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	4	–	–
Yes	–	79	–	–
Don't know	–	18	–	–

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

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

11. Other Health Risks

Table A11.1

Alone After School (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	—	na	na	na
1 day	—	na	na	na
2 days	—	na	na	na
3 days	—	na	na	na
4 days	—	na	na	na
5 days	—	na	na	na

Question MS A.113: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

na—Not asked of high school students.

Table A11.2

Gang Involvement (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	—	96	—	—
Yes	—	4	—	—

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

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

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	53	—	—
Mixed (two or more) ethnics	—		—	—
Something else	—		—	—
School Connectedness^{†ψ} (<i>Remote Only</i>)				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—		—	—
Mixed (two or more) ethnics	—		—	—
Something else	—		—	—
Academic Motivation[†]				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	63	—	—
Mixed (two or more) ethnics	—		—	—
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 7 %	Grade 9 %	Grade 11 %	NT %
School is really boring[±]				
American Indian or Alaska Native	–		–	–
Asian or Asian American	–		–	–
Black or African American	–		–	–
Hispanic or Latinx	–		–	–
Native Hawaiian or Pacific Islander	–		–	–
White	–	50	–	–
Mixed (two or more) ethnics	–		–	–
Something else	–		–	–
School is worthless and a waste of time[±]				
American Indian or Alaska Native	–		–	–
Asian or Asian American	–		–	–
Black or African American	–		–	–
Hispanic or Latinx	–		–	–
Native Hawaiian or Pacific Islander	–		–	–
White	–	7	–	–
Mixed (two or more) ethnics	–		–	–
Something else	–		–	–
Monthly Absences (3 or more)				
American Indian or Alaska Native	–		–	–
Asian or Asian American	–		–	–
Black or African American	–		–	–
Hispanic or Latinx	–		–	–
Native Hawaiian or Pacific Islander	–		–	–
White	–	50	–	–
Mixed (two or more) ethnics	–		–	–
Something else	–		–	–

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

[±]*Rating of 6 or higher.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Maintaining focus on schoolwork[†]				
American Indian or Alaska Native	–		–	–
Asian or Asian American	–		–	–
Black or African American	–		–	–
Hispanic or Latinx	–		–	–
Native Hawaiian or Pacific Islander	–		–	–
White	–	21	–	–
Mixed (two or more) ethnics	–		–	–
Something else	–		–	–
Caring adults in school[‡]				
American Indian or Alaska Native	–		–	–
Asian or Asian American	–		–	–
Black or African American	–		–	–
Hispanic or Latinx	–		–	–
Native Hawaiian or Pacific Islander	–		–	–
White	–	44	–	–
Mixed (two or more) ethnics	–		–	–
Something else	–		–	–
High expectations-adults in school[‡]				
American Indian or Alaska Native	–		–	–
Asian or Asian American	–		–	–
Black or African American	–		–	–
Hispanic or Latinx	–		–	–
Native Hawaiian or Pacific Islander	–		–	–
White	–	56	–	–
Mixed (two or more) ethnics	–		–	–
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 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school[‡]				
American Indian or Alaska Native	–		–	–
Asian or Asian American	–		–	–
Black or African American	–		–	–
Hispanic or Latinx	–		–	–
Native Hawaiian or Pacific Islander	–		–	–
White	–	22	–	–
Mixed (two or more) ethnics	–		–	–
Something else	–		–	–
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native	–		–	–
Asian or Asian American	–		–	–
Black or African American	–		–	–
Hispanic or Latinx	–		–	–
Native Hawaiian or Pacific Islander	–		–	–
White	–	71	–	–
Mixed (two or more) ethnics	–		–	–
Something else	–		–	–
Promotion of parental involvement in School[†]				
American Indian or Alaska Native	–		–	–
Asian or Asian American	–		–	–
Black or African American	–		–	–
Hispanic or Latinx	–		–	–
Native Hawaiian or Pacific Islander	–		–	–
White	–	57	–	–
Mixed (two or more) ethnics	–		–	–
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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	69	—	—
Mixed (two or more) ethnics	—		—	—
Something else	—		—	—
Experienced harassment due to five reasons^{λ§}				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	50	—	—
Mixed (two or more) ethnics	—		—	—
Something else	—		—	—
Experienced any harassment or bullying[§]				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	67	—	—
Mixed (two or more) ethnics	—		—	—
Something else	—		—	—

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

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had mean rumors or lies spread about you[§]				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	46	—	—
Mixed (two or more) ethnics	—		—	—
Something else	—		—	—
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	15	—	—
Mixed (two or more) ethnics	—		—	—
Something else	—		—	—
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	23	—	—
Mixed (two or more) ethnics	—		—	—
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 7 %	Grade 9 %	Grade 11 %	NT %
Seen a weapon on campus[§] (<i>In-School Only</i>)				
American Indian or Alaska Native	–		–	–
Asian or Asian American	–		–	–
Black or African American	–		–	–
Hispanic or Latinx	–		–	–
Native Hawaiian or Pacific Islander	–		–	–
White	–	38	–	–
Mixed (two or more) ethnics	–		–	–
Something else	–		–	–

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
American Indian or Alaska Native	–		–	–
Asian or Asian American	–		–	–
Black or African American	–		–	–
Hispanic or Latinx	–		–	–
Native Hawaiian or Pacific Islander	–		–	–
White	–	42	–	–
Mixed (two or more) ethnics	–		–	–
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 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	8	—	—
Mixed (two or more) ethnics	—		—	—
Something else	—		—	—
Current marijuana use[¶]				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	0	—	—
Mixed (two or more) ethnics	—		—	—
Something else	—		—	—
Current binge drinking[¶]				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	0	—	—
Mixed (two or more) ethnics	—		—	—
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 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	0	—	—
Mixed (two or more) ethnics	—		—	—
Something else	—		—	—
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	0	—	—
Mixed (two or more) ethnics	—		—	—
Something else	—		—	—
Current alcohol use[¶]				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	8	—	—
Mixed (two or more) ethnics	—		—	—
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 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use at school[¶] (<i>In-School Only</i>)				
American Indian or Alaska Native	–		–	–
Asian or Asian American	–		–	–
Black or African American	–		–	–
Hispanic or Latinx	–		–	–
Native Hawaiian or Pacific Islander	–		–	–
White	–	0	–	–
Mixed (two or more) ethnics	–		–	–
Something else	–		–	–
Current cigarette smoking[¶]				
American Indian or Alaska Native	–		–	–
Asian or Asian American	–		–	–
Black or African American	–		–	–
Hispanic or Latinx	–		–	–
Native Hawaiian or Pacific Islander	–		–	–
White	–	0	–	–
Mixed (two or more) ethnics	–		–	–
Something else	–		–	–
Current vaping[¶]				
American Indian or Alaska Native	–		–	–
Asian or Asian American	–		–	–
Black or African American	–		–	–
Hispanic or Latinx	–		–	–
Native Hawaiian or Pacific Islander	–		–	–
White	–	8	–	–
Mixed (two or more) ethnics	–		–	–
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 7 %	Grade 9 %	Grade 11 %	NT %
Current tobacco vaping[¶]				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	8	—	—
Mixed (two or more) ethnics	—		—	—
Something else	—		—	—
Current marijuana vaping[¶]				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	0	—	—
Mixed (two or more) ethnics	—		—	—
Something else	—		—	—

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—	60	—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	64	—	—
Mixed (two or more) ethnics	—		—	—
Something else	—		—	—
Bedtime (at 12 am or later)				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—	20	—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	50	—	—
Mixed (two or more) ethnics	—		—	—
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 7 %	Grade 9 %	Grade 11 %	NT %
Average days worked on schoolwork (5 or more)[¶]				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—		—	—
Mixed (two or more) ethnics	—		—	—
Something else	—		—	—
Synchronous instruction (4 days or more)[¶]				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—		—	—
Mixed (two or more) ethnics	—		—	—
Something else	—		—	—
Interest in schoolwork done from home				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—		—	—
Mixed (two or more) ethnics	—		—	—
Something else	—		—	—

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

[¶]Past 30 days.

^{||}Past 7 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
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 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	23	—	—
Mixed (two or more) ethnics	—		—	—
Something else	—		—	—
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	42	—	—
Mixed (two or more) ethnics	—		—	—
Something else	—		—	—
Considered suicide[§]				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	17	—	—
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.”

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism[‡]				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	44	—	—
Mixed (two or more) ethnics	—		—	—
Something else	—		—	—
Life satisfaction[±]				
American Indian or Alaska Native	—		—	—
Asian or Asian American	—		—	—
Black or African American	—		—	—
Hispanic or Latinx	—		—	—
Native Hawaiian or Pacific Islander	—		—	—
White	—	65	—	—
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.”

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

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Male	–	65	–	–
Female	–	41	–	–
Nonbinary	–		–	–
Something else	–		–	–
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male	–		–	–
Female	–		–	–
Nonbinary	–		–	–
Something else	–		–	–
Academic Motivation[†]				
Male	–	53	–	–
Female	–	52	–	–
Nonbinary	–		–	–
Something else	–		–	–
School is really boring[±]				
Male	–	69	–	–
Female	–	50	–	–
Nonbinary	–		–	–
Something else	–		–	–
School is worthless and a waste of time[±]				
Male	–	6	–	–
Female	–	29	–	–
Nonbinary	–		–	–
Something else	–		–	–

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

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
Male	–	31	–	–
Female	–	36	–	–
Nonbinary	–		–	–
Something else	–		–	–
Maintaining focus on schoolwork[†]				
Male	–	25	–	–
Female	–	21	–	–
Nonbinary	–		–	–
Something else	–		–	–
Caring adults in school[‡]				
Male	–	49	–	–
Female	–	62	–	–
Nonbinary	–		–	–
Something else	–		–	–
High expectations-adults in school[‡]				
Male	–	63	–	–
Female	–	69	–	–
Nonbinary	–		–	–
Something else	–		–	–
Meaningful participation at school[‡]				
Male	–	17	–	–
Female	–	31	–	–
Nonbinary	–		–	–
Something else	–		–	–

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[†] (<i>In-School Only</i>)				
Male	–	75	–	–
Female	–	57	–	–
Nonbinary	–		–	–
Something else	–		–	–
Promotion of parental involvement in School[‡]				
Male	–	44	–	–
Female	–	55	–	–
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 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
Male	–	80	–	–
Female	–	54	–	–
Nonbinary	–		–	–
Something else	–		–	–
Experienced harassment due to five reasons[^]				
Male	–	21	–	–
Female	–	62	–	–
Nonbinary	–		–	–
Something else	–		–	–
Experienced any harassment or bullying[§]				
Male	–	36	–	–
Female	–	62	–	–
Nonbinary	–		–	–
Something else	–		–	–
Had mean rumors or lies spread about you[§]				
Male	–	20	–	–
Female	–	62	–	–
Nonbinary	–		–	–
Something else	–		–	–
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Male	–	7	–	–
Female	–	8	–	–
Nonbinary	–		–	–
Something else	–		–	–

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§] (<i>In-School Only</i>)				
Male	–	20	–	–
Female	–	8	–	–
Nonbinary	–		–	–
Something else	–		–	–
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	–	33	–	–
Female	–	8	–	–
Nonbinary	–		–	–
Something else	–		–	–

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Male	–	7	–	–
Female	–	54	–	–
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 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Male	–	0	–	–
Female	–	8	–	–
Nonbinary	–		–	–
Something else	–		–	–
Current marijuana use[¶]				
Male	–	0	–	–
Female	–	0	–	–
Nonbinary	–		–	–
Something else	–		–	–
Current binge drinking[¶]				
Male	–	0	–	–
Female	–	0	–	–
Nonbinary	–		–	–
Something else	–		–	–
Very drunk or “high” 7 or more times, ever				
Male	–	0	–	–
Female	–	0	–	–
Nonbinary	–		–	–
Something else	–		–	–
Been drunk or “high” on drugs at school, ever				
Male	–	0	–	–
Female	–	0	–	–
Nonbinary	–		–	–
Something else	–		–	–
Current alcohol use[¶]				
Male	–	0	–	–
Female	–	8	–	–
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 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Male	–	0	–	–
Female	–	0	–	–
Nonbinary	–		–	–
Something else	–		–	–
Current cigarette smoking[¶]				
Male	–	0	–	–
Female	–	0	–	–
Nonbinary	–		–	–
Something else	–		–	–
Current vaping[¶]				
Male	–	0	–	–
Female	–	7	–	–
Nonbinary	–		–	–
Something else	–		–	–
Current tobacco vaping[¶]				
Male	–	0	–	–
Female	–	7	–	–
Nonbinary	–		–	–
Something else	–		–	–
Current marijuana vaping[¶]				
Male	–	0	–	–
Female	–	0	–	–
Nonbinary	–		–	–
Something else	–		–	–

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[†]				
Male	–	71	–	–
Female	–	43	–	–
Nonbinary	–		–	–
Something else	–		–	–
Bedtime (at 12 am or later)				
Male	–	29	–	–
Female	–	57	–	–
Nonbinary	–		–	–
Something else	–		–	–

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

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

[†]*Today.*

[‡]*Past 7 days.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Average days worked on schoolwork (5 or more)[¶]				
Male	—		—	—
Female	—		—	—
Nonbinary	—		—	—
Something else	—		—	—
Synchronous instruction (4 days or more)[¶]				
Male	—		—	—
Female	—		—	—
Nonbinary	—		—	—
Something else	—		—	—
Interest in schoolwork done from home				
Male	—		—	—
Female	—		—	—
Nonbinary	—		—	—
Something else	—		—	—
Meaningful opportunities[‡]				
Male	—		—	—
Female	—		—	—
Nonbinary	—		—	—
Something else	—		—	—

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

[¶]Past 30 days.

[¶]Past 7 days.

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

Table A13.7
Social and Emotional Health by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Male	–	16	–	–
Female	–	32	–	–
Nonbinary	–		–	–
Something else	–		–	–
Experienced chronic sadness/hopelessness[§]				
Male	–	21	–	–
Female	–	50	–	–
Nonbinary	–		–	–
Something else	–		–	–
Considered suicide[§]				
Male	–	0	–	–
Female	–	33	–	–
Nonbinary	–		–	–
Something else	–		–	–
Optimism[‡]				
Male	–	50	–	–
Female	–	42	–	–
Nonbinary	–		–	–
Something else	–		–	–
Life satisfaction[‡]				
Male	–	73	–	–
Female	–	62	–	–
Nonbinary	–		–	–
Something else	–		–	–

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

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

[§]*Past 12 months.*

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	–	32	–	–
Final number	–	18	–	–
Response Rate	–	56%	–	–

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	–	0	–	–	B3.4
Usually used marijuana or other drugs until felt it a lot	na	0	–	–	B3.5
Driving under the influence experiences	–	0	–	–	B3.6
Consequences of AOD Consumption					
Caused one or more problems	na	0	–	–	B4.2
Caused one or more dependency-related experiences	na	0	–	–	B4.3
Supports to Reduce AOD Use					
Very likely to find help at school for quitting or reducing use	na	22	–	–	B5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	–	39	–	–	B7.1
Trying marijuana once or twice	–	22	–	–	B7.1
Using marijuana once a month or more	–	33	–	–	B7.1

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

na—Not asked of middle school students.

3. ATOD Consumption Patterns

Table B3.1

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heroin				
0 times	na	100	—	—
1 time	na	0	—	—
2 to 3 times	na	0	—	—
4 or more times	na	0	—	—
Tranquilizers or sedatives				
0 times	na	100	—	—
1 time	na	0	—	—
2 to 3 times	na	0	—	—
4 or more times	na	0	—	—
Appetite suppressants				
0 times	na	100	—	—
1 time	na	0	—	—
2 to 3 times	na	0	—	—
4 or more times	na	0	—	—
Ritalin or Adderall or other prescription stimulant				
0 times	na	100	—	—
1 time	na	0	—	—
2 to 3 times	na	0	—	—
4 or more times	na	0	—	—

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	–	78	–	–
10 years or under	–	11	–	–
11-12 years old	–	0	–	–
13-14 years old	–	11	–	–
15-16 years old	–	0	–	–
17 years or older	–	0	–	–
Marijuana (smoke, vape, eat, or drink)				
Never	–	100	–	–
10 years or under	–	0	–	–
11-12 years old	–	0	–	–
13-14 years old	–	0	–	–
15-16 years old	–	0	–	–
17 years or older	–	0	–	–
Any other illegal drug or pill to get “high”				
Never	–	100	–	–
10 years or under	–	0	–	–
11-12 years old	–	0	–	–
13-14 years old	–	0	–	–
15-16 years old	–	0	–	–
17 years or older	–	0	–	–

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

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

Table B3.3***Age of Onset – Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	–	100	–	–
10 years or under	–	0	–	–
11-12 years old	–	0	–	–
13-14 years old	–	0	–	–
15-16 years old	–	0	–	–
17 years or older	–	0	–	–
A vape product such as an e-cigarette, vape pen, or mod				
Never	–	100	–	–
10 years or under	–	0	–	–
11-12 years old	–	0	–	–
13-14 years old	–	0	–	–
15-16 years old	–	0	–	–
17 years or older	–	0	–	–

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

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

Table B3.4***Usual Alcohol Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	–	89	–	–
Just enough to feel it a little	–	11	–	–
Enough to feel it moderately	–	0	–	–
Until I feel it a lot or get really drunk	–	0	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	100	—	—
Just enough to feel a little high	na	0	—	—
Enough to feel it moderately	na	0	—	—
Until I feel it a lot or get really high	na	0	—	—

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	100	—	—
1 time	na	0	—	—
2 times	na	0	—	—
3 to 6 times	na	0	—	—
7 or more times	na	0	—	—
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	—	na	na	na
1 time	—	na	na	na
2 times	—	na	na	na
3 to 6 times	—	na	na	na
7 or more times	—	na	na	na

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

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

na—Not asked of middle school students.

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	–	88	–	–
To experiment (try using)	–	6	–	–
To get high	–	0	–	–
To have a good time with friends	–	0	–	–
To fit in with a group you like	–	0	–	–
Because of boredom	–	0	–	–
To relax	–	0	–	–
To get away from problems	–	6	–	–
Because of anger or frustration	–	0	–	–
To get through the day	–	0	–	–
Because it made you feel better	–	0	–	–
To seek deeper insights and understanding	–	0	–	–
None of the above	–	6	–	–

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I've never used alcohol or drugs	na	89	—	—
I've used alcohol or drugs but never had any problems	na	11	—	—
Have problems with emotions, nerves, or mental health	na	0	—	—
Get into trouble or have problems with the police	na	0	—	—
Have money problems	na	0	—	—
Miss school	na	0	—	—
Have problems with schoolwork	na	0	—	—
Fight with others	na	0	—	—
Damage a friendship	na	0	—	—
Physically hurt or injure yourself	na	0	—	—
Have unwanted or unprotected sex	na	0	—	—
Forget what happened or pass out	na	0	—	—
Been suspended from school	na	0	—	—
<i>One or more problems</i>	na	0	—	—

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

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	89	—	—
I use alcohol or drugs but have not experienced any of these things	na	11	—	—
Found you had to increase how much you use to have the same effect as before	na	0	—	—
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	0	—	—
Used alcohol or drugs a lot more than you intended	na	0	—	—
Used alcohol or drugs when you were alone	na	0	—	—
Your use of alcohol or drugs often kept you from doing a normal activity	na	0	—	—
You didn't feel OK unless you had something to drink or used a drug	na	0	—	—
Thought about reducing or stopping use	na	0	—	—
Told yourself you were not going to use but found yourself using anyway	na	0	—	—
Spoke with someone about reducing or stopping use	na	0	—	—
Attended counseling, a program, or group to help you reduce or stop use	na	0	—	—
<i>One or more negative experiences</i>	na	0	—	—

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

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

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

na—Not asked of middle school students.

Table B4.4***Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	50	—	—
Likely	na	28	—	—
Not likely	na	6	—	—
Don't know	na	17	—	—

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

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

na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	94	–	–
No, but I do use alcohol or other drugs	na	6	–	–
Yes, I have felt that I needed help	na	0	–	–

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

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

na—Not asked of middle school students.

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	22	–	–
Likely	na	44	–	–
Not likely	na	17	–	–
Don't know	na	17	–	–

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

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

na—Not asked of middle school students.

Table B5.3

Talked with Parent About AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	44	–	–
Yes	–	56	–	–

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

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	–	17	–	–
At parties	–	28	–	–
At concerts or other social events	–	6	–	–
At their own home	–	28	–	–
From adults at friends' homes	–	28	–	–
From friends or another teenager	–	33	–	–
Get adults to buy it for them	–	6	–	–
Buy it themselves from a store	–	11	–	–
At bars, clubs, or gambling casinos	–	6	–	–
Other	–	17	–	–
Don't know	–	78	–	–

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	–	17	–	–
At parties	–	11	–	–
At concerts or other social events	–	0	–	–
At their own home	–	6	–	–
From an adult acquaintance	–	17	–	–
From friends or another teenager	–	17	–	–
Buy it at a marijuana dispensary	–	6	–	–
At bars or clubs	–	0	–	–
Other	–	6	–	–
Don't know	–	89	–	–

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

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

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

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	–	39	–	–
Somewhat disapprove	–	22	–	–
Strongly disapprove	–	39	–	–
Trying marijuana once or twice				
Neither approve nor disapprove	–	44	–	–
Somewhat disapprove	–	33	–	–
Strongly disapprove	–	22	–	–
Using marijuana once a month or more regularly				
Neither approve nor disapprove	–	39	–	–
Somewhat disapprove	–	28	–	–
Strongly disapprove	–	33	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	–	72	–	–
Wrong	–	28	–	–
A little wrong	–	0	–	–
Not at all wrong	–	0	–	–
Smoke tobacco				
Very wrong	–	83	–	–
Wrong	–	11	–	–
A little wrong	–	6	–	–
Not at all wrong	–	0	–	–
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	–	94	–	–
Wrong	–	6	–	–
A little wrong	–	0	–	–
Not at all wrong	–	0	–	–
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	–	83	–	–
Wrong	–	11	–	–
A little wrong	–	6	–	–
Not at all wrong	–	0	–	–
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	–	89	–	–
Wrong	–	11	–	–
A little wrong	–	0	–	–
Not at all wrong	–	0	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	–	56	–	–
Wrong	–	28	–	–
A little wrong	–	6	–	–
Not at all wrong	–	11	–	–
Smoke tobacco				
Very wrong	–	56	–	–
Wrong	–	22	–	–
A little wrong	–	17	–	–
Not at all wrong	–	6	–	–
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	–	61	–	–
Wrong	–	11	–	–
A little wrong	–	17	–	–
Not at all wrong	–	11	–	–
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	–	56	–	–
Wrong	–	17	–	–
A little wrong	–	22	–	–
Not at all wrong	–	6	–	–
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	–	67	–	–
Wrong	–	22	–	–
A little wrong	–	6	–	–
Not at all wrong	–	6	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	11	–	–
Yes	–	89	–	–

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

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

Closing the Achievement Gap (CTAG) Module

1. Module Sample

Table C1.1

Student Sample for CTAG Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	–	32	–	–
Final number	–	14	–	–
Response Rate	–	44%	–	–

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Fairness and Respect for Diversity

Table C2.1

All Students Treated with Respect

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	–	7	–	–
Disagree	–	21	–	–
Neither disagree nor agree	–	29	–	–
Agree	–	29	–	–
Strongly agree	–	14	–	–

Question HS/MS C.1: How strongly do you agree or disagree with the following statements?... Teachers and other adults at this school treat all students with respect.

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

Table C2.2

Books and Lessons Include Examples of My Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	–	7	–	–
Disagree	–	7	–	–
Neither disagree nor agree	–	50	–	–
Agree	–	21	–	–
Strongly agree	–	14	–	–

Question HS/MS C.6: How strongly do you agree or disagree with the following statements?... The books and lessons in my classes include examples of my race or ethnic background.

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

Table C2.3***All Students Treated Fairly When They Break Rules***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	–	7	–	–
Disagree	–	29	–	–
Neither disagree nor agree	–	29	–	–
Agree	–	14	–	–
Strongly agree	–	21	–	–

Question HS/MS C.7: How strongly do you agree or disagree with the following statements?... All students are treated fairly when they break school rules.

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

Table C2.4***Been Disrespected Because of Race/Ethnicity/Nationality***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	–	29	–	–
Disagree	–	21	–	–
Neither disagree nor agree	–	29	–	–
Agree	–	7	–	–
Strongly agree	–	14	–	–

Question HS/MS C.8: How strongly do you agree or disagree with the following statements?... I have been disrespected or mistreated by an adult at this school because of my race, ethnicity, or nationality.

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

Table C2.5***Tension Between Different Cultures/Race/Ethnic Groups***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	–	14	–	–
Disagree	–	29	–	–
Neither disagree nor agree	–	43	–	–
Agree	–	0	–	–
Strongly agree	–	14	–	–

Question HS/MS C.9: How strongly do you agree or disagree with the following statements?... There is a lot of tension in this school between different cultures, races, or ethnicities.

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

3. Supports for Learning

Table C3.1

Encourage Students to Work Hard in School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	–	14	–	–
Disagree	–	7	–	–
Neither disagree nor agree	–	29	–	–
Agree	–	36	–	–
Strongly agree	–	14	–	–

Question HS/MS C.2: How strongly do you agree or disagree with the following statements?... Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose.

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

Table C3.2

Adults Work Hard to Help with Schoolwork

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	–	7	–	–
Disagree	–	21	–	–
Neither disagree nor agree	–	21	–	–
Agree	–	36	–	–
Strongly agree	–	14	–	–

Question HS/MS C.3: How strongly do you agree or disagree with the following statements?... The teachers and other adults work hard to help me with my schoolwork when I need it.

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

Table C3.3***Classroom Lessons Are Helpful in Real Life***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	–	7	–	–
Disagree	–	14	–	–
Neither disagree nor agree	–	36	–	–
Agree	–	29	–	–
Strongly agree	–	14	–	–

Question HS/MS C.4: How strongly do you agree or disagree with the following statements?... Teachers show how classroom lessons are important and helpful to me in real life.

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

Table C3.4***Given Chance to Take Part in Class Discussions/Activities***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	–	7	–	–
Disagree	–	7	–	–
Neither disagree nor agree	–	29	–	–
Agree	–	43	–	–
Strongly agree	–	14	–	–

Question HS/MS C.5: How strongly do you agree or disagree with the following statements?... Teachers give me a chance to take part in classroom discussions or activities.

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

4. Physical Environment

Table C4.1

Schoolyard and Buildings are Clean and in Good Condition

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	–	7	–	–
Disagree	–	7	–	–
Neither disagree nor agree	–	43	–	–
Agree	–	29	–	–
Strongly agree	–	14	–	–

Question HS/MS C.10: How strongly do you agree or disagree with the following statements?... The schoolyard and buildings are clean and in good condition.

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

Community Health Module

1. Module Sample

Table D1.1

Student Sample for Community Health Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	–	32	–	–
Final number	–	16	–	–
Response Rate	–	50%	–	–

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table D2.1

Key Indicators of School Climate and Community Safety and Supports

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Climate					
Supports for social and emotional learning [†]	–	41	–	–	D5.1
Disciplinary harshness [†]	–	40	–	–	D5.2
Community Safety					
Safety in neighborhood [§]	–	93	–	–	D7.1
Safety in neighborhood parks and playgrounds [§]	–	87	–	–	D7.1
Three or more problems in your neighborhood	–	7	–	–	D7.2
Community Supports and Engagement					
Connectedness [†]	–	53	–	–	D8.1
Caring adult relationships [‡]	–	64	–	–	D8.1
High expectations [‡]	–	71	–	–	D8.1
Meaningful participation [‡]	–	45	–	–	D8.1
Three or more activities in your community	–	29	–	–	D9.2
Perceptions of Police					
Police officers in the community [‡]	–	69	–	–	D10.1
Police officers at school ^{‡Φ}	–		–	–	D10.3

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.

[§] Percent of respondents reporting “Very safe” or “Safe”

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

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

^Φ In-School and Hybrid Models only.

3. Access to Health Care

Table D3.1

Where Do You Usually Go for Health Care

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Where do you usually go for help when you are sick, need medical care, or advice about health?				
Hospital, urgent care, or emergency room	–	19	–	–
Doctor's office	–	38	–	–
Community clinic or medical center	–	6	–	–
A family member or neighbor who is not a doctor or a nurse	–	6	–	–
School nurse's office	–	0	–	–
Health center or clinic at your school	–	0	–	–
Some other place	–	0	–	–
I don't have anywhere I usually go	–	6	–	–
I don't know	–	25	–	–
At school, where do you usually go for help when you are sick, need medical care, or need to get advice about health? <i>(In-School Only)</i>				
Main office	–	44	–	–
School nurse	–	13	–	–
Student health office/clinic	–	0	–	–
Counselor	–	0	–	–
Teacher or teacher's aide	–	0	–	–
Friend or another student	–	13	–	–
I don't have anywhere to go	–	6	–	–
I don't know	–	25	–	–

Question HS/MS D.1, 2: Where do you usually go for help when you are sick, need medical care, or advice about health?... At school, where do you usually go for help when you are sick, need medical care, or need to get advice about health?

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

Table D3.2***Last Regular Check Up with Dentist***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I've never been to a dentist to have my teeth checked	–	0	–	–
Within the last six months	–	69	–	–
Seven to 12 months ago	–	6	–	–
Between one and two years ago	–	6	–	–
More than two years ago	–	0	–	–
I don't know/remember	–	19	–	–

Question HS/MS D.3: When did you last visit a dentist to get your teeth checked or cleaned?

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

Table D3.3***Medical Care Usage, Past Year***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Medical care when you were sick or hurt or needed a checkup				
Always	–	50	–	–
Sometimes	–	31	–	–
Rarely	–	6	–	–
Never	–	0	–	–
I don't know/remember	–	0	–	–
I didn't need this type of care	–	13	–	–
Counseling to help you deal with problems like stress, feeling sad, family issues, alcohol use, or drug use				
Always	–	0	–	–
Sometimes	–	25	–	–
Rarely	–	13	–	–
Never	–	13	–	–
I don't know/remember	–	6	–	–
I didn't need this type of care	–	44	–	–
Dental care when you had a problem with your teeth or mouth				
Always	–	56	–	–
Sometimes	–	31	–	–
Rarely	–	0	–	–
Never	–	0	–	–
I don't know/remember	–	6	–	–
I didn't need this type of care	–	6	–	–

Question HS/MS D.4-6: In the past year, how often did you get the following types of care when you needed it?... Medical care when you were sick or hurt or needed a checkup... Counseling to help you deal with problems like stress, feeling sad, family issues, alcohol use, or drug use... Dental care when you had a problem with your teeth or mouth.

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

4. Reasons for School Absence

Table D4.1

Reasons for Missing School, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Asthma or other problems with breathing, coughing, chest pain, or wheezing when you didn't have a cold				
No	—	94	—	—
Yes	—	6	—	—
Tooth pain or other dental problems				
No	—	94	—	—
Yes	—	6	—	—
A negative school or classroom environment				
No	—	69	—	—
Yes	—	31	—	—

Question HS/MS D.7-9: In the past 30 days, did you miss an entire day of school for any of the following reasons?... Asthma or other problems with breathing, coughing, chest pain, or wheezing when you didn't have a cold... Tooth pain or other dental problems... A negative school or classroom environment.

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

5. School Climate and Conditions

Table D5.1

Supports for Social and Emotional Learning Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Supports for social and emotional learning				
<i>Average reporting “Agree” or “Strongly agree”</i>	–	41	–	–
This school encourages students to feel responsible for how they act.				
Strongly disagree	–	7	–	–
Disagree	–	0	–	–
Neither disagree nor agree	–	47	–	–
Agree	–	27	–	–
Strongly agree	–	20	–	–
Students are often given rewards for being good.				
Strongly disagree	–	7	–	–
Disagree	–	20	–	–
Neither disagree nor agree	–	33	–	–
Agree	–	20	–	–
Strongly agree	–	20	–	–
This school encourages students to understand how others think and feel.				
Strongly disagree	–	7	–	–
Disagree	–	13	–	–
Neither disagree nor agree	–	33	–	–
Agree	–	33	–	–
Strongly agree	–	13	–	–

Question HS/MS D.12-14: 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... Students are often given rewards for being good... This school encourages students to understand how others think and feel.

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

Table D5.1***Supports for Social and Emotional Learning Scale Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students are taught that they can control their own behavior.				
Strongly disagree	–	7	–	–
Disagree	–	13	–	–
Neither disagree nor agree	–	27	–	–
Agree	–	40	–	–
Strongly agree	–	13	–	–
This school helps students resolve conflicts with one another.				
Strongly disagree	–	13	–	–
Disagree	–	27	–	–
Neither disagree nor agree	–	33	–	–
Agree	–	13	–	–
Strongly agree	–	13	–	–
This school encourages students to care about how others feel.				
Strongly disagree	–	7	–	–
Disagree	–	27	–	–
Neither disagree nor agree	–	33	–	–
Agree	–	20	–	–
Strongly agree	–	13	–	–

Question HS/MS D.15-17: How strongly do you agree or disagree with the following statements about your school?... Students are taught that they can control their own behavior... This school helps students resolve conflicts with one another... This school encourages students to care about how others feel.

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

Table D5.2***Disciplinary Harshness Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Disciplinary harshness				
<i>Average reporting “Agree” or “Strongly agree”</i>	–	40	–	–
The rules in this school are too strict.				
Strongly disagree	–	7	–	–
Disagree	–	27	–	–
Neither disagree nor agree	–	47	–	–
Agree	–	13	–	–
Strongly agree	–	7	–	–
It is easy for students to get kicked out of class or get suspended.				
Strongly disagree	–	7	–	–
Disagree	–	7	–	–
Neither disagree nor agree	–	40	–	–
Agree	–	40	–	–
Strongly agree	–	7	–	–
Students get in trouble for breaking small rules.				
Strongly disagree	–	13	–	–
Disagree	–	0	–	–
Neither disagree nor agree	–	33	–	–
Agree	–	40	–	–
Strongly agree	–	13	–	–

Question HS/MS D.18-21: 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/Hybrid only]... 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.

Table D5.3***Missing School Because of Negative School Environment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	69	–	–
Yes	–	31	–	–

*Question HS/MS D.9: In the past 30 days, did you miss an entire day of school for any of the following reasons?...
A negative school or classroom environment.*

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

Table D5.4***Clean and Drinkable Water in School (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school has clean and drinkable water.				
Strongly disagree	–	7	–	–
Disagree	–	0	–	–
Neither disagree nor agree	–	33	–	–
Agree	–	33	–	–
Strongly agree	–	27	–	–

Question HS/MS D.11: 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.

6. Physical Activity

Table D6.1

Number of Days Exercised, Past 7 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	–	0	–	–
1 day	–	6	–	–
2 days	–	25	–	–
3 days	–	6	–	–
4 days	–	6	–	–
5 days	–	25	–	–
6 days	–	0	–	–
7 days	–	31	–	–

Question HS/MS D.10: How many of the past 7 days did you exercise or do physical activity for a total of at least 60 minutes a day (like basketball, soccer, running, swimming laps, bicycling, skateboarding, fast walking, dancing, or similar aerobic activities; do not include exercise that lasts less than 10 minutes at a time)?

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

7. Community Safety

Table D7.1

Neighborhood Safety

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How safe do you feel in the neighborhood where you live?				
Very safe	–	67	–	–
Safe	–	27	–	–
Neither safe nor unsafe	–	7	–	–
Unsafe	–	0	–	–
Very unsafe	–	0	–	–
How safe do you feel in your neighborhood parks and playgrounds?				
Very safe	–	60	–	–
Safe	–	27	–	–
Neither safe nor unsafe	–	13	–	–
Unsafe	–	0	–	–
Very unsafe	–	0	–	–
I don't have any neighborhood parks or playgrounds	–	0	–	–
During the past 12 months, how many times in your neighborhood (not at school) have you seen someone carrying a gun, knife, or other weapon?				
Never	–	80	–	–
1 time	–	7	–	–
2 times	–	0	–	–
3 times	–	0	–	–
4 or more times	–	13	–	–

Question HS/MS D.22-24: How safe do you feel in the neighborhood where you live?... How safe do you feel in your neighborhood parks and playgrounds?... During the past 12 months, how many times in your neighborhood (not at school) have you seen someone carrying a gun, knife, or other weapon?

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

Table D7.2***Major Problems in Neighborhood***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Bullying	–	7	–	–
Crime	–	0	–	–
Empty or abandoned buildings	–	7	–	–
Fights	–	0	–	–
Gangs	–	0	–	–
Graffiti	–	0	–	–
Availability of alcohol for youth	–	7	–	–
People selling drugs	–	7	–	–
Police treating people unfairly	–	0	–	–
Lack of access to parks and recreation	–	13	–	–
Lack of affordable places to live	–	7	–	–
Poor living conditions	–	0	–	–
None of the above	–	80	–	–
<i>Three or more problems</i>	–	7	–	–

Question HS/MS D.25: Which of the following are major problems in your neighborhood? (Mark All That Apply.)

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

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

Percentages are based on respondents who have reported any problems.

8. Community Supports

Table D8.1

Community Environment and Community Connectedness Scales

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total community supports [‡]	–	60	–	–	
Caring adult relationships [‡]	–	64	–	–	D8.2
High expectations [‡]	–	71	–	–	D8.3
Meaningful participation [‡]	–	45	–	–	D8.4
Community connectedness [†]	–	53	–	–	D8.5

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

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

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

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

Table D8.2
Community Caring Adult Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adult relationships				
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	64	–	–
Outside of my home and school, there is an adult... who really cares about me.				
Not at all true	–	7	–	–
A little true	–	27	–	–
Pretty much true	–	7	–	–
Very much true	–	60	–	–
who notices when I’m upset about something.				
Not at all true	–	33	–	–
A little true	–	7	–	–
Pretty much true	–	20	–	–
Very much true	–	40	–	–
whom I trust.				
Not at all true	–	13	–	–
A little true	–	20	–	–
Pretty much true	–	27	–	–
Very much true	–	40	–	–

*Question HS/MS D.26, 28, 31: Outside of my home and school, there is an adult... who really cares about me...
who notices when I’m upset about something... whom I trust.*

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

Table D8.3***Community High Expectations Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations				
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	71	–	–
<i>Outside of my home and school, there is an adult... who tells me when I do a good job.</i>				
Not at all true	–	20	–	–
A little true	–	7	–	–
Pretty much true	–	33	–	–
Very much true	–	40	–	–
<i>who believes I will be a success.</i>				
Not at all true	–	20	–	–
A little true	–	13	–	–
Pretty much true	–	27	–	–
Very much true	–	40	–	–
<i>who always wants me to do my best.</i>				
Not at all true	–	20	–	–
A little true	–	7	–	–
Pretty much true	–	20	–	–
Very much true	–	53	–	–

Question HS/MS D.27, 29, 30: Outside of my home and school, there is an adult... who tells me when I do a good job... who believes I will be a success... who always wants me to do my best.

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

Table D8.4

Community Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation				
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	45	–	–
Outside my home and school, ...				
I have spent time participating in community service or a volunteer activity to help others.				
Not at all true	–	13	–	–
A little true	–	33	–	–
Pretty much true	–	20	–	–
Very much true	–	33	–	–
I have worked with other people to help my community.				
Not at all true	–	27	–	–
A little true	–	20	–	–
Pretty much true	–	20	–	–
Very much true	–	33	–	–
I have participated in groups or organizational activities.				
Not at all true	–	33	–	–
A little true	–	13	–	–
Pretty much true	–	20	–	–
Very much true	–	33	–	–
I have participated in community efforts to create positive change.				
Not at all true	–	27	–	–
A little true	–	33	–	–
Pretty much true	–	27	–	–
Very much true	–	13	–	–
I have contributed to discussions about community activities or issues.				
Not at all true	–	33	–	–
A little true	–	40	–	–
Pretty much true	–	7	–	–
Very much true	–	20	–	–

Question HS/MS D.37-41: Outside my home and school, ... I have spent time participating in community service or a volunteer activity to help others... I have worked with other people to help my community... I have participated in groups or organizational activities, like clubs, sport teams, music bands, church/temple groups... I have participated in community efforts to create positive change... I have contributed to discussions about community activities or issues.

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

Table D8.5***Community Connectedness Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Community connectedness				
<i>Average reporting “Agree” or “Strongly agree”</i>	–	53	–	–
I feel close to people in my community/neighborhood.				
Strongly disagree	–	20	–	–
Disagree	–	20	–	–
Neither disagree nor agree	–	13	–	–
Agree	–	27	–	–
Strongly agree	–	20	–	–
I am happy to live in my community/neighborhood.				
Strongly disagree	–	13	–	–
Disagree	–	0	–	–
Neither disagree nor agree	–	33	–	–
Agree	–	33	–	–
Strongly agree	–	20	–	–
I feel like I am a part of my community/neighborhood.				
Strongly disagree	–	13	–	–
Disagree	–	20	–	–
Neither disagree nor agree	–	20	–	–
Agree	–	27	–	–
Strongly agree	–	20	–	–
I feel connected to my community/neighborhood.				
Strongly disagree	–	20	–	–
Disagree	–	13	–	–
Neither disagree nor agree	–	20	–	–
Agree	–	27	–	–
Strongly agree	–	20	–	–
I feel safe in my community/neighborhood.				
Strongly disagree	–	7	–	–
Disagree	–	0	–	–
Neither disagree nor agree	–	20	–	–
Agree	–	53	–	–
Strongly agree	–	20	–	–

Question HS/MS D.32-36: How strongly do you agree or disagree with the following statements about your community/neighborhood?... I feel close to people in my community/neighborhood... I am happy to live in my community/neighborhood... I feel like I am a part of my community/neighborhood... I feel connected to my community/neighborhood... I feel safe in my community/neighborhood.

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

9. Community Involvement

Table D9.1

Frequency of Involvement in Community Change Efforts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
All the time	–	20	–	–
Frequently	–	20	–	–
Occasionally	–	27	–	–
Rarely	–	33	–	–
Never	–	0	–	–

Question HS/MS D.42: Some people are very involved in making a difference while others, for a variety of reasons, are not able to be as involved. How frequently would you say you get personally involved in efforts to try to create positive change?

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

Table D9.2***Activity Engagement, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Wrote or made a presentation about a community issue	–	14	–	–
Planned or participated in a meeting or event (like a march or rally) directed at community change or a local issue	–	36	–	–
Collected signatures on a petition or asked people about their opinions on community issues	–	0	–	–
Talked to people about voting	–	7	–	–
Met personally with a community official or staff member	–	29	–	–
Sent an email, letter, or other communication to a public figure or organization	–	29	–	–
Posted your views on a blog, Facebook, Instagram, Twitter, other social media or online platform	–	14	–	–
Volunteered time for an organization active in community change	–	21	–	–
Changed your online profile picture to demonstrate solidarity with a political cause or movement	–	7	–	–
Attended a meeting of a government or public agency, such as a city council, planning commission, or school board	–	0	–	–
None of the above	–	43	–	–
<i>Three or more activities</i>	–	29	–	–

Question HS/MS D.43: Please select the items that you have done in your community in the past 12 months. (Mark All That Apply.)

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

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

10. Perceptions of Police

Table D10.1

Perceptions of Police Officers in the Community Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Perceptions of police officers in the community				
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	69	–	–
I trust the police.				
Not at all true	–	13	–	–
A little true	–	13	–	–
Pretty much true	–	47	–	–
Very much true	–	27	–	–
I respect the police.				
Not at all true	–	7	–	–
A little true	–	7	–	–
Pretty much true	–	47	–	–
Very much true	–	40	–	–
The police make me feel safer.				
Not at all true	–	13	–	–
A little true	–	20	–	–
Pretty much true	–	27	–	–
Very much true	–	40	–	–
The police treat all people in the community fairly.				
Not at all true	–	7	–	–
A little true	–	33	–	–
Pretty much true	–	33	–	–
Very much true	–	27	–	–

Question HS/MS D.44-47: When thinking about police officers in your neighborhood or community, how true are the following statements for you?... I trust the police... I respect the police... The police make me feel safer... The police treat all people in the community fairly.

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

Table D10.1***Perceptions of Police Officers in the Community Scale Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The police are respectful of all people in the community.				
Not at all true	–	7	–	–
A little true	–	33	–	–
Pretty much true	–	33	–	–
Very much true	–	27	–	–
The police are helping to reduce crime and improve safety.				
Not at all true	–	7	–	–
A little true	–	20	–	–
Pretty much true	–	47	–	–
Very much true	–	27	–	–
Police officers treat people in my community with respect regardless of race, ethnicity, or perceived immigration status.				
Not at all true	–	13	–	–
A little true	–	27	–	–
Pretty much true	–	27	–	–
Very much true	–	33	–	–

Question HS/MS D.48-50: When thinking about police officers in your neighborhood or community, how true are the following statements for you?... The police are respectful of all people in the community... The police are helping to reduce crime and improve safety... Police officers treat people in my community with respect regardless of race, ethnicity, or perceived immigration status.

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

Table D10.2***Police Officer or School Resource Officer on Campus (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Yes	–	19	–	–
No	–	81	–	–

Question HS/MS D.51: Is there a police officer or school resource/safety officer who comes to your campus?

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

Table D10.3**Perceptions of Police Officers at School Scale Questions (In-School Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Perceptions of police officers at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	—		—	—
I like having an officer at school.[¶]				
Not at all true	—		—	—
A little true	—		—	—
Pretty much true	—		—	—
Very much true	—		—	—
I feel safer with the officer at school.[¶]				
Not at all true	—		—	—
A little true	—		—	—
Pretty much true	—		—	—
Very much true	—		—	—
The officer is helpful to students needing help.[¶]				
Not at all true	—		—	—
A little true	—		—	—
Pretty much true	—		—	—
Very much true	—		—	—
The officer has a good relationship with students.[¶]				
Not at all true	—		—	—
A little true	—		—	—
Pretty much true	—		—	—
Very much true	—		—	—

Question HS/MS D.52-55: When thinking about the law enforcement officer at your school (e.g., police, safety, or resource officer), how true are the following statements for you?... I like having an officer at school... I feel safer with the officer at school... The officer is helpful to students needing help... The officer has a good relationship with students.

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

[¶]Only respondents who answered “Yes” to question “Is there a police officer or school resource/safety officer who comes to your campus?” were asked to answer the question.

Table D10.3**Perceptions of Police Officers at School Scale Questions – Continued (In-School Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The officer treats all students fairly.[¶]				
Not at all true	—		—	—
A little true	—		—	—
Pretty much true	—		—	—
Very much true	—		—	—
The officer treats all students with respect regardless of race, ethnicity, or perceived immigration status.[¶]				
Not at all true	—		—	—
A little true	—		—	—
Pretty much true	—		—	—
Very much true	—		—	—
The officer does a good job stopping violence at school.[¶]				
Not at all true	—		—	—
A little true	—		—	—
Pretty much true	—		—	—
Very much true	—		—	—
I respect the officer in my school.[¶]				
Not at all true	—		—	—
A little true	—		—	—
Pretty much true	—		—	—
Very much true	—		—	—

Question HS/MS D.56-59: When thinking about the law enforcement officer at your school (e.g., police, safety, or resource officer), how true are the following statements for you?... The officer treats all students fairly... The officer treats all students with respect regardless of race, ethnicity, or perceived immigration status... The officer does a good job stopping violence at school... I respect the officer in my school.

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

[¶]Only respondents who answered “Yes” to question “Is there a police officer or school resource/safety officer who comes to your campus?” were asked to answer the question.

Table D10.3***Perceptions of Police Officers at School Scale Questions – Continued (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I feel comfortable with the officer in my school.[¶]				
Not at all true	—		—	—
A little true	—		—	—
Pretty much true	—		—	—
Very much true	—		—	—

Question HS/MS D.60: When thinking about the law enforcement officer at your school (e.g., police, safety, or resource officer), how true are the following statements for you?... I feel comfortable with the officer in my school.

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

[¶]Only respondents who answered “Yes” to question “Is there a police officer or school resource/safety officer who comes to your campus?” were asked to answer the question.

Drug-Free Communities (DFC) Module

1. Module Sample

Table F1.1

Student Sample for DFC Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	–	32	–	–
Final number	–	17	–	–
Response Rate	–	53%	–	–

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Prescription Drug Use

Table F2.1

Prescription Drug Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	100	–	–
Yes	–	0	–	–

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

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

3. Disapproval of Prescription Drug Use

Table F3.1

Parental Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very wrong	–	88	–	–
Wrong	–	12	–	–
A little wrong	–	0	–	–
Not at all wrong	–	0	–	–

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

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

Table F3.2

Peer Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very wrong	–	71	–	–
Wrong	–	18	–	–
A little wrong	–	12	–	–
Not at all wrong	–	0	–	–

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

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

4. Perceived Harm of Substance Use

Table F4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke marijuana once or twice a week				
Great risk	–	24	–	–
Moderate risk	–	41	–	–
Slight risk	–	24	–	–
No risk	–	12	–	–
Use prescription drugs that are not prescribed to them				
Great risk	–	59	–	–
Moderate risk	–	29	–	–
Slight risk	–	6	–	–
No risk	–	6	–	–

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

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

Gender Identity & Sexual Orientation-Based Harassment Module

1. Module Sample

Table H1.1

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

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	–	32	–	–
Final number	–	15	–	–
Response Rate	–	47%	–	–

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Perceptions of LGBTQ-Related School Safety

Table H2.1

Student Perceptions of School Safety, LGBTQ-Specific

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>My school is safe for...</i>				
guys who are not as “masculine” as other guys.				
Strongly disagree	–	13	–	–
Disagree	–	13	–	–
Agree	–	47	–	–
Strongly agree	–	27	–	–
girls who are not as “feminine” as other girls.				
Strongly disagree	–	7	–	–
Disagree	–	13	–	–
Agree	–	53	–	–
Strongly agree	–	27	–	–
students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ).				
Strongly disagree	–	13	–	–
Disagree	–	27	–	–
Agree	–	33	–	–
Strongly agree	–	27	–	–
students with LGBTQ parents.				
Strongly disagree	–	13	–	–
Disagree	–	13	–	–
Agree	–	53	–	–
Strongly agree	–	20	–	–

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

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

Table H2.1***Student Perceptions of School Safety, LGBTQ-Specific – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>My school is safe for...</i>				
teachers and staff who are LGBTQ.				
Strongly disagree	–	13	–	–
Disagree	–	7	–	–
Agree	–	53	–	–
Strongly agree	–	27	–	–
LGBTQ allies (people who are supportive of LGBTQ people).				
Strongly disagree	–	13	–	–
Disagree	–	13	–	–
Agree	–	53	–	–
Strongly agree	–	20	–	–

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

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

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

Table H3.1

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?</i>				
Because you are lesbian, gay, bisexual, asexual, non-binary, or transgender or someone thought you were				
0 times	–	50	–	–
1 time	–	29	–	–
2-3 times	–	14	–	–
4 or more times	–	7	–	–
Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls				
0 times	–	86	–	–
1 time	–	7	–	–
2-3 times	–	0	–	–
4 or more times	–	7	–	–
Because you have LGBTQ parents or family members or because someone thought they were				
0 times	–	93	–	–
1 time	–	7	–	–
2-3 times	–	0	–	–
4 or more times	–	0	–	–
Because you have LGBTQ friends or because someone thought you did				
0 times	–	71	–	–
1 time	–	21	–	–
2-3 times	–	0	–	–
4 or more times	–	7	–	–

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

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

Table H3.2***Offensive LGBTQ-Related Language Among Peers***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How often do you hear other students make negative comments or use slurs about someone's...</i>				
sex (male or female)?				
Never	–	50	–	–
Rarely	–	21	–	–
Sometimes	–	21	–	–
Often	–	7	–	–
sexual orientation?				
Never	–	43	–	–
Rarely	–	7	–	–
Sometimes	–	21	–	–
Often	–	29	–	–
gender identity or expression?				
Never	–	50	–	–
Rarely	–	14	–	–
Sometimes	–	21	–	–
Often	–	14	–	–
having LGBTQ parents or family members?				
Never	–	57	–	–
Rarely	–	29	–	–
Sometimes	–	7	–	–
Often	–	7	–	–
having LGBTQ friends?				
Never	–	57	–	–
Rarely	–	14	–	–
Sometimes	–	21	–	–
Often	–	7	–	–

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

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

Table H3.3***Offensive LGBTQ-Related Language Among Adults***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How often do you hear teachers or school staff make negative comments or use slurs about someone's...</i>				
sex (male or female)?				
Never	–	71	–	–
Rarely	–	14	–	–
Sometimes	–	7	–	–
Often	–	7	–	–
sexual orientation?				
Never	–	79	–	–
Rarely	–	14	–	–
Sometimes	–	0	–	–
Often	–	7	–	–
gender identity or expression?				
Never	–	79	–	–
Rarely	–	14	–	–
Sometimes	–	0	–	–
Often	–	7	–	–
having LGBTQ parents or family members?				
Never	–	79	–	–
Rarely	–	14	–	–
Sometimes	–	0	–	–
Often	–	7	–	–
having LGBTQ friends?				
Never	–	79	–	–
Rarely	–	14	–	–
Sometimes	–	0	–	–
Often	–	7	–	–

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

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

4. Response to Bullying and Supports

Table H4.1

Intervening Behaviors by Peers, LGBTQ-Specific

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... sex (male or female)?</i>				
Never stop	–	21	–	–
Rarely stop	–	14	–	–
Sometimes stop	–	14	–	–
Often stop	–	14	–	–
Not applicable	–	36	–	–
<i>sexual orientation?</i>				
Never stop	–	29	–	–
Rarely stop	–	21	–	–
Sometimes stop	–	7	–	–
Often stop	–	7	–	–
Not applicable	–	36	–	–
<i>gender identity or expression?</i>				
Never stop	–	21	–	–
Rarely stop	–	21	–	–
Sometimes stop	–	14	–	–
Often stop	–	7	–	–
Not applicable	–	36	–	–

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

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

Table H4.1***Intervening Behaviors by Peers, LGBTQ-Specific – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... having LGBTQ parents or family members?</i>				
Never stop	–	36	–	–
Rarely stop	–	14	–	–
Sometimes stop	–	7	–	–
Often stop	–	7	–	–
Not applicable	–	36	–	–
<i>having LGBTQ friends?</i>				
Never stop	–	36	–	–
Rarely stop	–	7	–	–
Sometimes stop	–	7	–	–
Often stop	–	14	–	–
Not applicable	–	36	–	–

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

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

Table H4.2***Intervening Behaviors by Adults, LGBTQ-Specific***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How often do you see or hear teachers or school staff STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... sex (male or female)?</i>				
Never stop	—	21	—	—
Rarely stop	—	14	—	—
Sometimes stop	—	7	—	—
Often stop	—	29	—	—
Not applicable	—	29	—	—
<i>sexual orientation?</i>				
Never stop	—	21	—	—
Rarely stop	—	14	—	—
Sometimes stop	—	7	—	—
Often stop	—	29	—	—
Not applicable	—	29	—	—
<i>gender identity or expression?</i>				
Never stop	—	29	—	—
Rarely stop	—	7	—	—
Sometimes stop	—	7	—	—
Often stop	—	29	—	—
Not applicable	—	29	—	—
<i>having LGBTQ parents or family members?</i>				
Never stop	—	21	—	—
Rarely stop	—	14	—	—
Sometimes stop	—	7	—	—
Often stop	—	29	—	—
Not applicable	—	29	—	—
<i>having LGBTQ friends?</i>				
Never stop	—	21	—	—
Rarely stop	—	14	—	—
Sometimes stop	—	7	—	—
Often stop	—	29	—	—
Not applicable	—	29	—	—

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

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

Table H4.3***Student Response to Bullying***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
If another student was bullying me, I would tell the principal or assistant principal.				
Strongly disagree	–	54	–	–
Disagree	–	15	–	–
Agree	–	15	–	–
Strongly agree	–	15	–	–
If another student was bullying me, I would tell one of the teachers or other staff at school.				
Strongly disagree	–	54	–	–
Disagree	–	15	–	–
Agree	–	23	–	–
Strongly agree	–	8	–	–
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	–	23	–	–
Disagree	–	23	–	–
Agree	–	31	–	–
Strongly agree	–	23	–	–

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

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

Table H4.4***Willingness to Seek Help About LGBTQ-Related Issues at School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i>				
a school counselor or school psychologist?				
Not at all likely	–	79	–	–
A little likely	–	14	–	–
Very likely	–	7	–	–
a teacher?				
Not at all likely	–	79	–	–
A little likely	–	14	–	–
Very likely	–	7	–	–
a school principal or assistant principal?				
Not at all likely	–	79	–	–
A little likely	–	14	–	–
Very likely	–	7	–	–
other adults at school?				
Not at all likely	–	71	–	–
A little likely	–	21	–	–
Very likely	–	7	–	–
a friend at your school?				
Not at all likely	–	43	–	–
A little likely	–	43	–	–
Very likely	–	14	–	–

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

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

Table H4.5***Willingness to Seek Help About LGBTQ-Related Issues Outside of School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i>				
a sibling?				
Not at all likely	–	64	–	–
A little likely	–	21	–	–
Very likely	–	14	–	–
your parent or guardian?				
Not at all likely	–	57	–	–
A little likely	–	29	–	–
Very likely	–	14	–	–
a friend's parent or other adult not at school?				
Not at all likely	–	64	–	–
A little likely	–	29	–	–
Very likely	–	7	–	–

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

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

Table H4.6***Supports from Adults on Personal Problems***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
There are adults at this school I could turn to if I had a personal problem.				
Strongly disagree	–	31	–	–
Disagree	–	23	–	–
Agree	–	31	–	–
Strongly agree	–	15	–	–

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

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

5. School Resources and Policies

Table H5.1

Knowledge of LGBTQ-Specific Resources and Policies at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students?				
Yes	–	7	–	–
No	–	29	–	–
Don't know	–	64	–	–
Do you learn about LGBTQ people or issues in your classes at school?				
Yes	–	14	–	–
No	–	57	–	–
Don't know	–	29	–	–
If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?				
Yes	–	7	–	–
No	–	50	–	–
Don't know	–	43	–	–

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

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

Table H5.2***School Policy on Gender & Sex-Based Harassment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Does your school have a policy that prohibits students and staff from harassing someone based on...</i>				
<i>sexual orientation?</i>				
Yes	–	21	–	–
No	–	0	–	–
Don't know	–	79	–	–
<i>gender identity or expression?</i>				
Yes	–	21	–	–
No	–	0	–	–
Don't know	–	79	–	–

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

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

Mental Health Supports Module

1. Module Sample

Table I1.1

Student Sample for Mental Health Supports Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	–	32	–	–
Final number	–	23	–	–
Response Rate	–	72%	–	–

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Mental Health Perceptions and Supports

Table I2.1

Feeling Lonely, Past Month

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
In the past month, how often did you feel very lonely?				
Never	–	48	–	–
Sometimes	–	22	–	–
Most of the time	–	26	–	–
All of the time	–	4	–	–

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

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

Table I2.2

Mental Health Awareness

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mental health is an important issue for people my age.				
Strongly disagree	–	9	–	–
Disagree	–	22	–	–
Agree	–	39	–	–
Strongly agree	–	30	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I have an adult at my school that I can talk to about my problems.				
Strongly disagree	–	35	–	–
Disagree	–	13	–	–
Agree	–	39	–	–
Strongly agree	–	13	–	–
I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed.				
Strongly disagree	–	26	–	–
Disagree	–	26	–	–
Agree	–	35	–	–
Strongly agree	–	13	–	–
People at my school talk openly about mental health.				
Strongly disagree	–	9	–	–
Disagree	–	52	–	–
Agree	–	26	–	–
Strongly agree	–	13	–	–
My school encourages students to take care of their mental health.				
Strongly disagree	–	13	–	–
Disagree	–	22	–	–
Agree	–	48	–	–
Strongly agree	–	17	–	–

Question HS/MS I.1, 2, 4, 5: How strongly do you agree or disagree with the following statements?... I have an adult at my school that I can talk to about my problems... I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed... People at my school talk openly about mental health... My school encourages students to take care of their mental health.

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

3. Perceptions about Help-Seeking for Depression

Table I3.1

Personal Help-Seeking Attitudes

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>If you were feeling very sad, stressed, lonely, or depressed, would you...</i>				
talk to a teacher or another adult from your school?	–	9	–	–
talk to your parents or someone else in your family?	–	27	–	–
get help from a counselor or therapist?	–	14	–	–
talk to your friends?	–	64	–	–
be afraid to get help?	–	23	–	–
not know what to do?	–	50	–	–

Question HS/MS I.11: If you were feeling very sad, stressed, lonely, or depressed, would you... (Mark All That Apply.)

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

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

Table I3.2

Positive Perceptions about Seeking Help for Depression

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>If I was very sad, stressed, lonely, or depressed...</i>				
<i>talking to an adult could help me feel better.</i>				
Strongly disagree	–	30	–	–
Disagree	–	30	–	–
Agree	–	30	–	–
Strongly agree	–	9	–	–
<i>kids at my school would be nice to me.</i>				
Strongly disagree	–	17	–	–
Disagree	–	13	–	–
Agree	–	57	–	–
Strongly agree	–	13	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>If someone my age felt very sad, stressed, lonely, or depressed...</i>				
<i>talking to an adult could help them feel better.</i>				
Strongly disagree	–	17	–	–
Disagree	–	35	–	–
Agree	–	39	–	–
Strongly agree	–	9	–	–
<i>kids at my school would be nice to them.</i>				
Strongly disagree	–	9	–	–
Disagree	–	13	–	–
Agree	–	57	–	–
Strongly agree	–	22	–	–

Question HS/MS I.6, 7: If someone my age felt very sad, stressed, lonely, or depressed... talking to an adult could help them feel better.... kids at my school would be nice to them.

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

4. Professional Help Seeking for Depression

Table I4.1

Seeking Professional Help for Depression, Past Year

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>In the past year,...</i>				
did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?				
No	–	68	–	–
Yes	–	18	–	–
I don't know	–	14	–	–
did you get help from a counselor or therapist when you needed it?				
Does not apply, I didn't need help	–	64	–	–
No, I didn't get help when I needed it	–	18	–	–
Yes, I got help when I needed it	–	18	–	–
where did you get help from a counselor or therapist? (Mark All That Apply.)				
Nowhere	–	77	–	–
At school (in person, by phone, or online)	–	14	–	–
From a counselor or therapist not from my school (in person, by phone, or online)	–	14	–	–
Somewhere else	–	5	–	–
I don't know	–	5	–	–

Question HS/MS I.12-14: In the past year, did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?... In the past year, did you get help from a counselor or therapist when you needed it? ... In the past year, where did you get help from a counselor or therapist? (Mark All That Apply.)

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

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

Table I4.2***School Referral to a Counselor or an Adult Professional, Past Year***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	86	–	–
Yes	–	5	–	–
I don't know	–	9	–	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You don't know where to go for help	–	19	–	–
There isn't anyone you can talk to	–	19	–	–
They wouldn't understand	–	19	–	–
People would think there's something wrong with you	–	24	–	–
Your parents might find out	–	19	–	–
Other students might find out	–	14	–	–
You don't have a way to pay for it	–	19	–	–
You don't want to talk to a counselor or therapist	–	33	–	–
Other reasons	–	24	–	–
Does not apply, none of these things would stop me from talking to a counselor or therapist.	–	38	–	–

Question HS/MS I.16: If you were very sad, stressed, lonely, or depressed, would any of these things stop you from talking to a counselor or therapist? (Mark All That Apply.)

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

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

Resilience & Youth Development Module

1. Module Sample

Table L1.1

Student Sample for Resilience & Youth Development Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	–	32	–	–
Final number	–	14	–	–
Response Rate	–	44%	–	–

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table L2.1

Key Indicators of Resilience & Youth Development

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total Environmental Assets	–	58	–	–	
School Supports	–	46	–	–	L3.1
Peer Supports	–	63	–	–	L3.1
Home Supports	–	68	–	–	L3.1
Community Supports	–	65	–	–	L3.1
Internal Assets	–	67	–	–	L8.1
Collaboration	–	74	–	–	L8.2
Cooperation and communication	–	81	–	–	L8.3
Self-efficacy	–	79	–	–	L8.4
Empathy	–	56	–	–	L8.5
Problem solving	–	47	–	–	L8.6
Self-awareness	–	64	–	–	L8.7
Goals and aspirations	–	67	–	–	L8.8
Educational goals	–	61	–	–	L8.9

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.

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

3. Total Environmental Assets

Table L3.1

Total Environmental Assets and Subscales

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Supports	–	46	–	–	
Caring adults in school	–	46	–	–	L4.1
High expectations-adults in school	–	65	–	–	L4.2
Meaningful participation at school	–	28	–	–	L4.3
Peer Supports	–	63	–	–	
Caring peer relationships	–	64	–	–	L5.1
High expectations-prosocial peers	–	62	–	–	L5.2
Home Supports	–	68	–	–	
Caring adult relationships	–	65	–	–	L6.1
High expectations-adults at home	–	82	–	–	L6.2
Meaningful participation at home	–	56	–	–	L6.3
Community Supports	–	65	–	–	
Caring adult relationships	–	62	–	–	L7.1
High expectations-adults in community	–	72	–	–	L7.2
Meaningful participation	–	62	–	–	L7.3

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.

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

Table L3.2***Total Caring Relationships, High Expectations, and Meaningful Participation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Total Caring Relationships	–	57	–	–
Total High Expectations	–	69	–	–
Total Opportunities for Meaningful Participation	–	46	–	–

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

Scales includes measures of school protective factors from the Core Module, as well as peer, home, and community protective factors.

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

4. School Environment

Table L4.1

Caring Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
<i>Average Reporting “Pretty much true” or “Very much true”</i>	–	46	–	–
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	–	23	–	–
A little true	–	31	–	–
Pretty much true	–	15	–	–
Very much true	–	31	–	–
<i>who notices when I’m not there.</i>				
Not at all true	–	23	–	–
A little true	–	31	–	–
Pretty much true	–	23	–	–
Very much true	–	23	–	–
<i>who listens to me when I have something to say.</i>				
Not at all true	–	23	–	–
A little true	–	31	–	–
Pretty much true	–	15	–	–
Very much true	–	31	–	–

Question HS/MS A.51, 54, 57: At my school, there is a teacher or some other adult... 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 L4.2***High Expectations Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average Reporting “Pretty much true” or “Very much true”</i>	–	65	–	–
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>				
Not at all true	–	15	–	–
A little true	–	31	–	–
Pretty much true	–	46	–	–
Very much true	–	8	–	–
<i>who always wants me to do my best.</i>				
Not at all true	–	25	–	–
A little true	–	0	–	–
Pretty much true	–	33	–	–
Very much true	–	42	–	–
<i>who believes that I will be a success.</i>				
Not at all true	–	23	–	–
A little true	–	8	–	–
Pretty much true	–	8	–	–
Very much true	–	62	–	–

Question HS/MS A.52, 55, 58: At my school, there is a teacher or some other adult... 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 L4.3***Meaningful Participation Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average Reporting “Pretty much true” or “Very much true”</i>	–	28	–	–
<i>At school...</i>				
I do interesting activities.				
Not at all true	–	31	–	–
A little true	–	15	–	–
Pretty much true	–	38	–	–
Very much true	–	15	–	–
I help decide things like class activities or rules.				
Not at all true	–	38	–	–
A little true	–	31	–	–
Pretty much true	–	23	–	–
Very much true	–	8	–	–
I do things that make a difference.				
Not at all true	–	50	–	–
A little true	–	8	–	–
Pretty much true	–	42	–	–
Very much true	–	0	–	–
I have a say in how things work.				
Not at all true	–	46	–	–
A little true	–	46	–	–
Pretty much true	–	8	–	–
Very much true	–	0	–	–
I help decide school activities or rules.				
Not at all true	–	77	–	–
A little true	–	15	–	–
Pretty much true	–	8	–	–
Very much true	–	0	–	–

Question HS/MS A.59-63: At school... 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.

5. Peer Environment

Table L5.1

Caring Peer Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring peer relationships				
<i>Average Reporting “Pretty much true” or “Very much true”</i>	–	64	–	–
<i>I have a friend about my own age...</i>				
who really cares about me.				
Not at all true	–	21	–	–
A little true	–	7	–	–
Pretty much true	–	14	–	–
Very much true	–	57	–	–
who talks with me about my problems.				
Not at all true	–	21	–	–
A little true	–	21	–	–
Pretty much true	–	21	–	–
Very much true	–	36	–	–
who helps me when I’m having a hard time.				
Not at all true	–	21	–	–
A little true	–	14	–	–
Pretty much true	–	14	–	–
Very much true	–	50	–	–

Question HS/MS L.24-26: I have a friend about my own age... who really cares about me... who talks with me about my problems... who helps me when I’m having a hard time.

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

Table L5.2

Peer High Expectations Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-prosocial peers				
<i>Average Reporting “Pretty much true” or “Very much true”^D</i>	–	62	–	–
<i>My friends... get into a lot of trouble.^Γ</i>				
Not at all true	–	29	–	–
A little true	–	29	–	–
Pretty much true	–	36	–	–
Very much true	–	7	–	–
<i>try to do what is right.</i>				
Not at all true	–	14	–	–
A little true	–	7	–	–
Pretty much true	–	36	–	–
Very much true	–	43	–	–
<i>do well in school.</i>				
Not at all true	–	14	–	–
A little true	–	36	–	–
Pretty much true	–	21	–	–
Very much true	–	29	–	–

Question HS/MS L.27-29: My friends... get into a lot of trouble... try to do what is right... do well in school.

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

^D*Response option “Not at all true” or “A little true” was reported for the reverse-coded item.*

^Γ*Survey question was reverse-coded in computing the scale score.*

6. Home Environment

Table L6.1

Home Caring Adult Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adult relationships				
<i>Average Reporting “Pretty much true” or “Very much true”</i>	–	65	–	–
<i>In my home, there is a parent or some other adult... who is interested in my schoolwork.</i>				
Not at all true	–	8	–	–
A little true	–	15	–	–
Pretty much true	–	38	–	–
Very much true	–	38	–	–
<i>who talks with me about my problems.</i>				
Not at all true	–	23	–	–
A little true	–	23	–	–
Pretty much true	–	15	–	–
Very much true	–	38	–	–
<i>who listens to me when I have something to say.</i>				
Not at all true	–	17	–	–
A little true	–	17	–	–
Pretty much true	–	17	–	–
Very much true	–	50	–	–

Question HS/MS L31, 33, 35: In my home, there is a parent or some other adult... who is interested in my schoolwork... who talks with me about my problems... who listens to me when I have something to say.

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

Table L6.2***Home High Expectations Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults at home				
<i>Average Reporting “Pretty much true” or “Very much true”</i>	–	82	–	–
<i>In my home, there is a parent or some other adult... who expects me to follow the rules.</i>				
Not at all true	–	8	–	–
A little true	–	8	–	–
Pretty much true	–	23	–	–
Very much true	–	62	–	–
<i>who believes that I will be a success.</i>				
Not at all true	–	8	–	–
A little true	–	23	–	–
Pretty much true	–	15	–	–
Very much true	–	54	–	–
<i>who always wants me to do my best.</i>				
Not at all true	–	0	–	–
A little true	–	8	–	–
Pretty much true	–	46	–	–
Very much true	–	46	–	–

Question HS/MS L.30, 32, 34: In my home, there is a parent or some other adult... who expects me to follow the rules... who believes that I will be a success... who always wants me to do my best.

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

Table L6.3***Home Meaningful Participation Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at home				
<i>Average Reporting “Pretty much true” or “Very much true”</i>	–	56	–	–
<i>At home...</i>				
I do fun things or go fun places with my parents or other adults.				
Not at all true	–	0	–	–
A little true	–	31	–	–
Pretty much true	–	31	–	–
Very much true	–	38	–	–
I do things that make a difference.				
Not at all true	–	15	–	–
A little true	–	46	–	–
Pretty much true	–	8	–	–
Very much true	–	31	–	–
I help make decisions with my family.				
Not at all true	–	0	–	–
A little true	–	38	–	–
Pretty much true	–	23	–	–
Very much true	–	38	–	–

Question HS/MS L.36-38: At home, ... I do fun things or go fun places with my parents or other adults... I do things that make a difference... I help make decisions with my family.

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

7. Community Environment

Table L7.1

Community Caring Adult Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adult relationships				
<i>Average Reporting “Pretty much true” or “Very much true”</i>	–	62	–	–
<i>Outside of my home and school, there is an adult... who really cares about me.</i>				
Not at all true	–	15	–	–
A little true	–	15	–	–
Pretty much true	–	23	–	–
Very much true	–	46	–	–
<i>who notices when I am upset about something.</i>				
Not at all true	–	31	–	–
A little true	–	23	–	–
Pretty much true	–	15	–	–
Very much true	–	31	–	–
<i>whom I trust.</i>				
Not at all true	–	23	–	–
A little true	–	8	–	–
Pretty much true	–	31	–	–
Very much true	–	38	–	–

*Question HS/MS L.39, 41, 44: Outside of my home and school, there is an adult... who really cares about me...
who notices when I am upset about something... whom I trust.*

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

Table L7.2***Community High Expectations Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in community				
<i>Average Reporting “Pretty much true” or “Very much true”</i>	–	72	–	–
<i>Outside of my home and school, there is an adult... who tells me when I do a good job.</i>				
Not at all true	–	15	–	–
A little true	–	15	–	–
Pretty much true	–	31	–	–
Very much true	–	38	–	–
<i>who believes that I will be a success.</i>				
Not at all true	–	15	–	–
A little true	–	15	–	–
Pretty much true	–	31	–	–
Very much true	–	38	–	–
<i>who always wants me to do my best.</i>				
Not at all true	–	15	–	–
A little true	–	8	–	–
Pretty much true	–	31	–	–
Very much true	–	46	–	–

Question HS/MS L.40, 42, 43: Outside of my home and school, there is an adult... who tells me when I do a good job... who believes that I will be a success... who always wants me to do my best.

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

Table L7.3
Community Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation				
<i>Average Reporting “Pretty much true” or “Very much true”</i>	–	62	–	–
<i>Outside of my home and school,...</i>				
I am part of clubs, sports teams, church/temple, or other group activities.				
Not at all true	–	38	–	–
A little true	–	8	–	–
Pretty much true	–	8	–	–
Very much true	–	46	–	–
I am involved in music, art, literature, sports, or a hobby.				
Not at all true	–	15	–	–
A little true	–	15	–	–
Pretty much true	–	23	–	–
Very much true	–	46	–	–
I help other people.				
Not at all true	–	15	–	–
A little true	–	23	–	–
Pretty much true	–	31	–	–
Very much true	–	31	–	–

Question HS/MS L.45-47: Outside of my home and school,... I am part of clubs, sports teams, church/temple, or other group activities... I am involved in music, art, literature, sports, or a hobby... I help other people.

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

8. Internal Assets

Table L8.1

Internal Assets and Subscales

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Internal Assets	–	67	–	–	
Collaboration	–	74	–	–	L8.2
Cooperation and communication	–	81	–	–	L8.3
Self-efficacy	–	79	–	–	L8.4
Empathy	–	56	–	–	L8.5
Problem solving	–	47	–	–	L8.6
Self-awareness	–	64	–	–	L8.7
Goals and aspirations	–	67	–	–	L8.8
Educational goals	–	61	–	–	L8.9

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.

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

Table L8.2
Collaboration Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Collaboration				
<i>Average Reporting “Pretty much true” or “Very much true”</i>	–	74	–	–
I listen to other students’ ideas.				
Not at all true	–	7	–	–
A little true	–	29	–	–
Pretty much true	–	29	–	–
Very much true	–	36	–	–
I enjoy working together with other students on class activities.				
Not at all true	–	15	–	–
A little true	–	8	–	–
Pretty much true	–	46	–	–
Very much true	–	31	–	–
When I work in school groups, I do my fair share.				
Not at all true	–	8	–	–
A little true	–	15	–	–
Pretty much true	–	23	–	–
Very much true	–	54	–	–

Question HS/MS L.12, 16, 17: How true do you feel these statements are about you personally?... I listen to other students’ ideas... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share.

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

Table L8.3***Cooperation and Communication Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cooperation and communication				
<i>Average Reporting “Pretty much true” or “Very much true”</i>	–	81	–	–
I can work with someone who has different opinions than mine.				
Not at all true	–	7	–	–
A little true	–	14	–	–
Pretty much true	–	50	–	–
Very much true	–	29	–	–
I stand up for myself without putting others down.				
Not at all true	–	15	–	–
A little true	–	8	–	–
Pretty much true	–	54	–	–
Very much true	–	23	–	–

Question HS/MS L.10, 18: How true do you feel these statements are about you personally?... I can work with someone who has different opinions than mine... I stand up for myself without putting others down.

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

Table L8.4
Self-Efficacy Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Self-efficacy				
<i>Average Reporting “Pretty much true” or “Very much true”</i>	–	79	–	–
I can work out my problems.				
Not at all true	–	7	–	–
A little true	–	14	–	–
Pretty much true	–	36	–	–
Very much true	–	43	–	–
I can do most things if I try.				
Not at all true	–	7	–	–
A little true	–	14	–	–
Pretty much true	–	14	–	–
Very much true	–	64	–	–
There are many things that I do well.				
Not at all true	–	7	–	–
A little true	–	14	–	–
Pretty much true	–	43	–	–
Very much true	–	36	–	–

Question HS/MS L.7, 9, 11: How true do you feel these statements are about you personally?... 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 L8.5***Empathy Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Empathy				
<i>Average Reporting “Pretty much true” or “Very much true”</i>	–	56	–	–
I feel bad when someone gets their feelings hurt.				
Not at all true	–	23	–	–
A little true	–	31	–	–
Pretty much true	–	8	–	–
Very much true	–	38	–	–
I try to understand what other people go through.				
Not at all true	–	15	–	–
A little true	–	23	–	–
Pretty much true	–	23	–	–
Very much true	–	38	–	–
I try to understand how other people feel and think.				
Not at all true	–	21	–	–
A little true	–	21	–	–
Pretty much true	–	36	–	–
Very much true	–	21	–	–

Question HS/MS L.13, 14, 19: How true do you feel these statements are about you personally?... 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 L8.6***Problem Solving Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Problem solving				
<i>Average Reporting “Pretty much true” or “Very much true”</i>	–	47	–	–
I know where to go for help with a problem.				
Not at all true	–	7	–	–
A little true	–	29	–	–
Pretty much true	–	29	–	–
Very much true	–	36	–	–
I try to work out problems by talking or writing about them.				
Not at all true	–	50	–	–
A little true	–	21	–	–
Pretty much true	–	7	–	–
Very much true	–	21	–	–
When I need help, I find someone to talk with.				
Not at all true	–	38	–	–
A little true	–	31	–	–
Pretty much true	–	8	–	–
Very much true	–	23	–	–
I trust my ability to solve difficult problems.				
Not at all true	–	7	–	–
A little true	–	29	–	–
Pretty much true	–	43	–	–
Very much true	–	21	–	–

Question HS/MS L.5, 6, 15, 20: How true do you feel these statements are about you personally?... I know where to go for help with a problem... I try to work out problems by talking or writing about them... When I need help, I find someone to talk with... I trust my ability to solve difficult problems.

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

Table L8.7***Self-Awareness Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Self-awareness				
<i>Average Reporting “Pretty much true” or “Very much true”</i>	–	64	–	–
There is a purpose to my life.				
Not at all true	–	21	–	–
A little true	–	21	–	–
Pretty much true	–	7	–	–
Very much true	–	50	–	–
I understand my moods and feelings.				
Not at all true	–	29	–	–
A little true	–	0	–	–
Pretty much true	–	29	–	–
Very much true	–	43	–	–
I understand why I do what I do.				
Not at all true	–	29	–	–
A little true	–	7	–	–
Pretty much true	–	21	–	–
Very much true	–	43	–	–

Question HS/MS L.21-23: How true do you feel these statements are about you personally?... 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 L8.8
Goals and Aspirations Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Goals and aspirations				
<i>Average Reporting “Pretty much true” or “Very much true”^D</i>	–	67	–	–
I have high goals and expectations for myself.				
Not at all true	–	21	–	–
A little true	–	14	–	–
Pretty much true	–	7	–	–
Very much true	–	57	–	–
I am looking forward to a successful career.				
Not at all true	–	14	–	–
A little true	–	14	–	–
Pretty much true	–	29	–	–
Very much true	–	43	–	–
I don’t expect very much of myself in the future^Γ				
Not at all true	–	43	–	–
A little true	–	21	–	–
Pretty much true	–	7	–	–
Very much true	–	29	–	–

Question HS/MS L.1, 4, 8: How true do you feel these statements are about you personally?... I have high goals and expectations for myself... I am looking forward to a successful career... I don’t expect very much of myself in the future.

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

^DResponse option “Not at all true” or “A little true” was reported for the reverse-coded item.

^ΓSurvey question was reverse-coded in computing the scale score.

Table L8.9***Educational Goals Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Educational goals				
<i>Average Reporting “Pretty much true” or “Very much true”</i>	–	61	–	–
I plan to graduate from high school.				
Not at all true	–	14	–	–
A little true	–	14	–	–
Pretty much true	–	0	–	–
Very much true	–	71	–	–
I plan to go to college or some other school after high school.				
Not at all true	–	29	–	–
A little true	–	21	–	–
Pretty much true	–	7	–	–
Very much true	–	43	–	–

Question HS/MS L.2, 3: How true do you feel these statements are about you personally?... I plan to graduate from high school... I plan to go to college or some other school after high school.

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

Safety & Violence Module

1. Module Sample

Table M1.1

Student Sample for Safety & Violence Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	–	32	–	–
Final number	–	13	–	–
Response Rate	–	41%	–	–

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Physical Violence and Weapon Possession

Table M2.1

Violent Incidents, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight				
0 times	–	69	–	–
1 time	–	15	–	–
2 to 3 times	–	15	–	–
4 or more times	–	0	–	–
Been in a physical fight between groups of kids				
0 times	–	92	–	–
1 time	–	8	–	–
2 to 3 times	–	0	–	–
4 or more times	–	0	–	–
Used any weapon to threaten or bully someone				
0 times	–	100	–	–
1 time	–	0	–	–
2 to 3 times	–	0	–	–
4 or more times	–	0	–	–
Been hit, slapped, or physically hurt on purpose by your boyfriend or girlfriend				
0 times	–	92	–	–
1 time	–	8	–	–
2 to 3 times	–	0	–	–
4 or more times	–	0	–	–

Question HS/MS M.1-4: During the past 12 months, how many times have you... been in a physical fight?... been in a physical fight between groups of kids?... used any weapon to threaten or bully someone?... been hit, slapped, or physically hurt on purpose by your boyfriend or girlfriend?

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

Table M2.2***Carrying Weapon, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A gun				
0 days	–	100	–	–
1 day	–	0	–	–
2 or more days	–	0	–	–
Any other weapon (such as a knife or club)				
0 days	–	92	–	–
1 day	–	0	–	–
2 or more days	–	8	–	–
Any weapon (gun, knife, or club) on school property				
0 days	–	100	–	–
1 day	–	0	–	–
2 or more days	–	0	–	–

Question HS/MS M.7-9: During the past 30 days, on how many days did you carry... a gun?... any other weapon (such as a knife or club)?... any weapon (gun, knife, or club) on school property?

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

3. Neighborhood Safety

Table M3.1

Perception of Neighborhood Safety

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	–	69	–	–
Safe	–	31	–	–
Neither safe nor unsafe	–	0	–	–
Unsafe	–	0	–	–
Very unsafe	–	0	–	–

Question HS/MS M.5. How safe do you feel in the neighborhood where you live?

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

4. Absence Due to Safety Concerns

Table M4.1

Not Attend School Due to Feeling Unsafe, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	–	85	–	–
1 day	–	0	–	–
2 or 3 days	–	8	–	–
4 or more days	–	8	–	–

Question HS/MS M.6. During the past 30 days, on how many days did you not go to school because you felt unsafe at school or on your way to or from school?

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

5. Suicide Risk

Table M5.1

Suicide Ideation, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	85	—	—
Yes	na	15	—	—

Question HS M.10: During the past 12 months, did you ever seriously consider attempting suicide?

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

na—Not asked of middle school students.

Table M5.2

Suicide Plan, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	85	—	—
Yes	na	15	—	—

Question HS M.11: During the past 12 months, did you make a plan about how you would attempt suicide?

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

na—Not asked of middle school students.

Table M5.3

Suicide Attempts, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	na	85	—	—
1 time	na	8	—	—
2 or 3 times	na	8	—	—
4 or more times	na	0	—	—

Question HS M.12: During the past 12 months, how many times did you actually attempt suicide?

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

na—Not asked of middle school students.

Table M5.4***Suicide Attempt Leading to Need for Treatment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not attempt suicide in the past 12 months	na	85	—	—
No	na	8	—	—
Yes	na	8	—	—

Question HS M.13: If you attempted suicide during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?

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

na—Not asked of middle school students.

6. Unwanted Sex

Table M6.1

Forced Sex

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	–	92	–	–
Yes	–	8	–	–

Question HS M.14/MS M.10: Have you ever been forced to have sexual intercourse when you did not want to?

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