CALIFORNIA CalSCHLS SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Desert Sands Unified
Secondary
2021-2022
Main Report

California Department of EDUCATION

WestEd
WestEd.org

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PREFACE

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				✓	

ACKNOWLEDGMENTS

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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	
C. Closing the Achievement Gap (CTAG) Module	
D. Community Health Module	
E. District Afterschool Module (DASM)	
F. Drug-Free Communities (DFC) Module	
G. Gang Risk Awareness Module (GRAM)	
H. Gender Identity & Sexual Orientation-Based Harassment Module	
I. Mental Health Supports Module	
J. Military-Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	X
O. Sexual Behavior Module	
P. Social Emotional Health Module (SEHM)	
Q. Tobacco Module	X
R. Trauma Informed Care Module	
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]
Student Sample Size				
Target sample	2,131	2,346	2,158	140
Final number	1,921	1,956	1,643	115
Response Rate	90%	83%	76%	82%

Note: [A]NT 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	1,814	1,884	1,572	99
Remote learning only	107	72	71	14

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$^{\dagger\#}$ *(In-School Only)*	62	54	53	66	A6.4
School connectedness$^{\dagger\psi}$ *(Remote Only)*	62	43	39	70	A6.4
Academic motivation†	67	59	59	70	A6.4
School is really boring$^{\pm}$	38	50	57	47	A6.11
School is worthless and a waste of time$^{\pm}$	12	19	20	14	A6.11
Monthly Absences (3 or more)	21	22	19	32	A6.2
Maintaining focus on schoolwork†	35	29	26	42	A6.10
Caring adult relationships‡	58	47	51	56	A6.4
High expectations-adults in school‡	72	62	63	73	A6.4
Meaningful participation‡	25	20	20	19	A6.4
Facilities upkeep$^{\dagger\Phi}$	55	43	46	85	A6.14
Promotion of parental involvement in school†	56	47	42	58	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe$^{\Phi}$	64	59	59	63	A8.1
Experienced any harassment or bullying§	32	26	21	14	A8.2
Had mean rumors or lies spread about you§	27	20	19	13	A8.3
Been afraid of being beaten up$^{\S\Phi}$	23	14	8	9	A8.3
Been in a physical fight$^{\S\Phi}$	8	5	4	4	A8.4
Seen a weapon on campus$^{\S\Phi}$	9	8	9	3	A8.6
Cyberbullying§	23	17	17	14	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.*

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

$^{\pm}$*Rating of 6 or higher.*

$^{\Phi}$*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	6	13	22	A9.5
Current marijuana use[¶]	1	3	7	17	A9.5
Current binge drinking[¶]	1	1	5	12	A9.5
Very drunk or "high" 7 or more times, ever	0	2	6	12	A9.7
Been drunk or "high" on drugs at school, ever	1	3	6	11	A9.9
Current cigarette smoking[¶]	1	1	1	5	A10.4
Current vaping[¶]	2	3	5	9	A10.4
Current tobacco vaping[¶]	1	1	3	8	A10.5
Current marijuana vaping[¶]	1	1	4	7	A10.5
Routines					
Eating of breakfast[ǀ]	59	56	56	43	A4.1
Bedtime (at 12 am or later)	15	20	35	45	A4.2
Learning from Home					
Average days worked on schoolwork (≥ 5)[¶δ]	65	39	38	58	A5.1
Synchronous instruction (4 days or more)[‖δ]	58	15	13	8	A5.1
Interest in schoolwork done from home[δ]	44	30	41	73	A5.3
Meaningful opportunities[‡δ]	62	32	40	45	A5.2
Social and Emotional Health					
Social emotional distress[‡]	25	28	33	32	A7.5
Experienced chronic sadness/hopelessness[§]	33	34	40	45	A7.1
Considered suicide[§]	15	16	16	27	A7.2
Optimism[‡]	56	45	43	42	A7.3
Life satisfaction[∓]	69	62	60	59	A7.4

Notes: Cells are empty if there are less than 10 respondents.
[¶]Past 30 days.
[ǀ]Today.
[δ]Remote only.
[‖]Past 7 days.
[‡]Average percent of respondents reporting "Pretty much true" or "Very much true."
[§]Past 12 months.
[∓]Average percent of respondents reporting "Satisfied" or "Very satisfied."

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
In-School Model	94	96	96	87
Remote Learning Model	6	4	4	13

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	50	48	48	51
Female	42	47	48	43
Nonbinary	4	2	3	4
Something else	4	3	2	1

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)	70	74	76	73
Lesbian or Gay	3	2	3	7
Bisexual	10	10	10	13
Something else	6	5	3	2
Not sure	7	5	4	3
Decline to respond	5	4	4	2

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	85	91	92	89
Yes, I am transgender	2	2	2	5
I am not sure if I am transgender	6	2	2	4
Decline to respond	7	4	4	3

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

Table A3.5

Race or Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	1	1	1	1
Asian or Asian American	3	2	3	0
Black or African American	2	2	1	3
Hispanic or Latinx	70	76	75	89
Native Hawaiian or Pacific Islander	0	0	0	0
White	12	12	14	5
Mixed (two or more) ethnics	4	4	4	2
Something else	7	3	2	1

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

Table A3.6

Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	87	91	94	93
Other relative's home	2	1	1	0
A home with more than one family	6	4	2	5
Friend's home	0	0	0	1
Foster home, group care, or waiting placement	0	0	0	1
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	1	0	0
Other living arrangement	4	3	1	1

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

Table A3.7

Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	10	14	15	24
Graduated from high school	15	26	27	29
Attended college but did not complete four-year degree	11	13	16	11
Graduated from college	31	28	30	18
Don't know	33	19	11	17

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	64	65	66	59
Spanish	33	33	31	40
Mandarin	0	0	0	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	0	1	0	0
Vietnamese	1	1	1	0
Korean	0	0	0	0
Arabic	0	0	1	0
Other	1	1	1	2

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 %
How well do you...				
understand English?				
Very well	79	80	82	80
Well	19	17	16	17
Not well	2	2	1	2
Not at all	1	1	1	0
speak English?				
Very well	66	71	71	56
Well	29	25	26	36
Not well	5	4	3	9
Not at all	1	1	1	0
read English?				
Very well	63	69	72	60
Well	32	25	25	36
Not well	4	5	3	4
Not at all	1	1	1	0
write English?				
Very well	59	62	65	56
Well	33	29	29	42
Not well	7	7	6	2
Not at all	1	2	1	0
English Language Proficiency Status				
Proficient	60	66	68	53
Not proficient	40	34	32	47

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	76	77	77	92
1 day	5	4	3	0
2 days	4	4	4	0
3 days	2	2	2	1
4 days	3	3	4	2
5 days	10	10	11	5

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	93	94	97	98
Yes	3	3	2	1
Don't know	4	3	2	1

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

4. Routines

Table A4.1

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	41	44	44	57
Yes	59	56	56	43

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	1	1	1	0
7:00-7:59 pm	1	1	0	0
8:00-8:59 pm	10	5	4	4
9:00-9:59 pm	25	16	9	13
10:00-10:59 pm	30	33	24	21
11:00-11:59 pm	17	25	27	17
12:00-12:59 am	8	10	18	24
After 1:00 am	7	10	17	22
Bedtime at 12 am or later	15	20	35	45

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	17	22	13	8
Between 1 and 2 hours	25	20	9	8
Between 2 and 3 hours	21	20	10	25
Between 3 and 4 hours	21	9	26	8
Between 4 and 5 hours	9	11	16	17
More than 5 hours	7	17	26	33
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days	25	40	26	25
1 day	6	37	37	42
2 days	4	2	18	8
3 days	7	6	6	17
4 days	4	3	3	0
5 days	54	12	10	8
Number of weekdays participating in school from home for the entire school day				
0 days	9	20	10	17
1 day	5	19	13	8
2 days	8	3	14	8
3 days	3	9	4	8
4 days	10	9	20	0
5 days	65	39	38	58

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	17	28	29	9
A little true	21	40	32	45
Pretty much true	41	23	30	36
Very much true	20	8	10	9

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	6	12	8	0
Disagree	11	20	9	9
Neither disagree nor agree	38	38	42	18
Agree	33	25	31	64
Strongly agree	11	5	9	9

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	22	17	17	5
A's and B's	36	29	29	29
Mostly B's	5	7	7	5
B's and C's	19	20	21	25
Mostly C's	3	6	6	8
C's and D's	8	10	12	16
Mostly D's	1	3	3	1
Mostly F's	6	8	5	11

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	39	36	38	27
1 day	23	22	24	22
2 days	17	20	18	19
3 or more days	21	22	19	32

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	39	36	36	27
Illness (feeling physically sick), including problems with breathing or your teeth	32	39	37	44
Were being bullied or mistreated at school *(In-School Only)*	1	1	1	2
Felt very sad, hopeless, anxious, stressed, or angry	8	9	13	15
Didn't get enough sleep	8	10	13	19
Didn't feel safe at school or going to and from school *(In-School Only)*	4	1	1	1
Had to take care of or help a family member or friend	7	5	7	16
Wanted to spend time with friends	1	1	2	2
Used alcohol or drugs	0	1	1	1
Were behind in schoolwork or weren't prepared for a test or class assignment	2	3	9	2
Were bored or uninterested in school	3	6	7	9
Had no transportation to school *(In-School Only)*	3	4	4	13
Other reason	24	21	20	21

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	52	43	45	50	
Caring adults in school‡	58	47	51	56	A6.5
High expectations-adults in school‡	72	62	63	73	A6.6
Meaningful participation at school‡	25	20	20	19	A6.7
School connectedness†# *(In-School Only)*	62	54	53	66	A6.8
School connectedness†ψ *(Remote Only)*	62	43	39	70	A6.8
Academic motivation†	67	59	59	70	A6.9
Promotion of parental involvement in school†	56	47	42	58	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.

ψThe scale was based on four questions for remote respondents.

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

Table A6.5
Caring Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
Average reporting "Pretty much true" or "Very much true"	58	47	51	56
There is a teacher or some other adult from my school...				
who really cares about me.				
Not at all true	14	19	14	12
A little true	32	35	36	40
Pretty much true	33	31	30	30
Very much true	21	15	20	18
who notices when I'm not there.				
Not at all true	13	23	19	10
A little true	30	32	32	34
Pretty much true	30	28	31	27
Very much true	26	17	18	29
who listens to me when I have something to say.				
Not at all true	11	17	17	13
A little true	26	32	29	22
Pretty much true	34	31	33	32
Very much true	28	19	21	33

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				
Average reporting "Pretty much true" or "Very much true"	72	62	63	73
There is a teacher or some other adult from my school...				
who tells me when I do a good job.				
Not at all true	9	13	12	9
A little true	24	28	27	20
Pretty much true	38	37	37	39
Very much true	29	21	24	32
who always wants me to do my best.				
Not at all true	4	8	8	2
A little true	17	24	24	17
Pretty much true	31	36	36	34
Very much true	47	32	33	48
who believes that I will be a success.				
Not at all true	8	13	13	6
A little true	22	27	27	26
Pretty much true	32	33	33	28
Very much true	38	27	27	40

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				
Average reporting "Pretty much true" or "Very much true"	25	20	20	19
At school/When I participate in school,...				
I do interesting activities.				
Not at all true	13	24	24	37
A little true	36	37	34	28
Pretty much true	34	25	25	27
Very much true	18	15	16	9
I help decide things like class activities or rules.				
Not at all true	50	59	60	60
A little true	31	25	24	26
Pretty much true	13	11	11	10
Very much true	6	5	5	5
I do things that make a difference.				
Not at all true	34	46	46	48
A little true	41	34	34	31
Pretty much true	19	14	14	15
Very much true	6	6	6	7
I have a say in how things work.				
Not at all true	46	58	59	57
A little true	35	26	26	27
Pretty much true	14	11	11	13
Very much true	5	5	4	3
I help decide school activities or rules.				
Not at all true	70	76	76	71
A little true	19	15	15	23
Pretty much true	7	6	5	5
Very much true	4	3	3	1

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[#] *(In-School Only)*				
Average reporting "Agree" or "Strongly agree"	62	54	53	66
School connectedness^ψ *(Remote Only)*				
Average reporting "Agree" or "Strongly agree"	62	43	39	70
I feel close to people at/from this school.				
Strongly disagree	4	5	7	12
Disagree	7	8	11	8
Neither disagree nor agree	25	27	25	32
Agree	45	42	40	39
Strongly agree	19	18	17	9
I am happy with/to be at this school.				
Strongly disagree	4	6	6	4
Disagree	6	7	10	6
Neither disagree nor agree	26	30	33	19
Agree	39	41	37	50
Strongly agree	25	15	14	22
I feel like I am part of this school.				
Strongly disagree	4	7	7	7
Disagree	9	9	13	4
Neither disagree nor agree	29	38	38	36
Agree	40	34	31	44
Strongly agree	18	11	10	9

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.

^ψThe 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	4	6	6	2
Disagree	7	10	10	1
Neither disagree nor agree	30	33	31	9
Agree	40	40	41	38
Strongly agree	20	12	13	50
I feel safe in my school. *(In-School Only)*				
Strongly disagree	3	5	4	4
Disagree	6	6	6	0
Neither disagree nor agree	27	32	32	26
Agree	43	43	45	42
Strongly agree	21	14	13	27

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				
Average reporting "Agree" or "Strongly agree"	67	59	59	70
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	3	2	1
Disagree	2	4	5	3
Neither disagree nor agree	15	21	19	16
Agree	46	46	49	56
Strongly agree	36	27	25	25
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	6	8	8	7
Disagree	17	17	19	8
Neither disagree nor agree	38	38	36	35
Agree	28	27	26	41
Strongly agree	11	10	10	10
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	2	4	4	4
Disagree	8	8	10	2
Neither disagree nor agree	24	31	30	28
Agree	45	42	43	52
Strongly agree	21	15	14	14
I am always trying to do better in my schoolwork.				
Strongly disagree	2	3	3	3
Disagree	3	4	5	1
Neither disagree nor agree	15	23	22	14
Agree	41	45	46	54
Strongly agree	39	25	23	28

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	10	8	7	9
Disagree	25	21	19	32
Neither disagree nor agree	26	27	28	25
Agree	23	27	28	19
Strongly agree	16	17	18	14

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)	8	4	3	8
1	7	3	3	3
2	8	5	4	7
3	10	8	7	4
4	11	10	10	10
5	19	19	17	22
6	10	10	11	8
7	10	12	13	14
8	7	9	11	7
9	4	3	4	2
10 (Strongly agree)	8	16	18	16
School is worthless and a waste of time.				
0 (Strongly disagree)	40	28	28	43
1	12	10	9	5
2	10	12	11	8
3	10	11	11	8
4	7	8	9	8
5	9	12	12	13
6	3	5	5	3
7	3	4	4	3
8	2	3	2	3
9	1	1	1	0
10 (Strongly agree)	3	6	7	6

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				
Average reporting "Agree" or "Strongly agree"	56	47	42	58
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	2	5	5	3
Disagree	9	9	13	8
Neither disagree nor agree	30	35	34	31
Agree	42	40	38	41
Strongly agree	17	11	10	17
Parents feel welcome to participate at this school.				
Strongly disagree	2	4	4	4
Disagree	6	5	8	2
Neither disagree nor agree	39	46	48	42
Agree	41	36	32	38
Strongly agree	12	9	8	15
School staff take parent concerns seriously.				
Strongly disagree	2	6	8	2
Disagree	8	9	13	2
Neither disagree nor agree	33	41	43	33
Agree	38	34	29	39
Strongly agree	18	10	8	25

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	28	36	33	16
A little true	34	31	34	28
Pretty much true	22	21	19	32
Very much true	17	12	14	24

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	7	7	1
Disagree	12	13	16	0
Neither disagree nor agree	30	37	31	14
Agree	43	36	39	54
Strongly agree	12	7	7	32

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	67	66	60	55
Yes	33	34	40	45

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	84	84	73
Yes	15	16	16	27

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				
Average reporting "Pretty much true" or "Very much true"	56	45	43	42
Each day I look forward to having a lot of fun.				
Not at all true	11	20	24	25
A little true	32	36	36	36
Pretty much true	33	28	27	25
Very much true	24	16	14	15
I usually expect to have a good day.				
Not at all true	13	24	25	25
A little true	32	32	33	31
Pretty much true	33	28	29	26
Very much true	23	16	13	18
Overall, I expect more good things to happen to me than bad things.				
Not at all true	17	24	25	34
A little true	28	29	30	25
Pretty much true	28	27	28	20
Very much true	26	19	16	22

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				
Average reporting "Satisfied" or "Very satisfied"	69	62	60	59
I would describe my satisfaction with...				
my family life as...				
Very dissatisfied	2	4	6	6
Dissatisfied	3	5	5	2
A little dissatisfied	7	8	9	14
A little satisfied	10	13	12	13
Satisfied	31	34	37	31
Very satisfied	47	36	31	34
my friendships as...				
Very dissatisfied	3	4	4	7
Dissatisfied	2	3	3	1
A little dissatisfied	5	6	6	6
A little satisfied	12	16	16	13
Satisfied	34	39	42	43
Very satisfied	44	34	30	30
my school experience as...				
Very dissatisfied	4	6	8	8
Dissatisfied	5	7	8	2
A little dissatisfied	14	16	15	7
A little satisfied	26	29	30	27
Satisfied	32	28	28	38
Very satisfied	20	14	11	19

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 would describe my satisfaction with...				
myself as...				
Very dissatisfied	8	11	12	12
Dissatisfied	8	9	9	14
A little dissatisfied	11	12	13	11
A little satisfied	18	17	19	24
Satisfied	24	27	28	18
Very satisfied	31	24	19	22
where I live as...				
Very dissatisfied	2	4	4	4
Dissatisfied	2	3	3	7
A little dissatisfied	5	6	7	13
A little satisfied	9	12	13	16
Satisfied	31	37	38	28
Very satisfied	51	39	36	33

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				
Average reporting "Pretty much true" or "Very much true"	25	28	33	32
I had a hard time relaxing.				
Not at all true	37	39	34	34
A little true	37	31	32	39
Pretty much true	15	18	18	10
Very much true	11	12	17	17
I felt sad and down.				
Not at all true	41	43	37	38
A little true	31	26	28	26
Pretty much true	16	15	17	13
Very much true	13	16	18	23
I was easily irritated.				
Not at all true	41	39	32	35
A little true	25	25	26	23
Pretty much true	18	18	22	18
Very much true	16	18	21	23
It was hard for me to cope and I thought I would panic.				
Not at all true	63	60	55	54
A little true	19	17	19	17
Pretty much true	9	11	12	11
Very much true	9	11	13	18
It was hard for me to get excited about anything.				
Not at all true	58	56	51	49
A little true	25	23	24	21
Pretty much true	10	11	12	14
Very much true	7	11	13	17

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	18	15	14	24
Safe	46	44	45	40
Neither safe nor unsafe	30	35	34	29
Unsafe	4	4	4	3
Very unsafe	2	2	2	4

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	88	87	91	94
1 time	6	6	4	2
2 or more times	6	6	5	4
Religion				
0 times	95	96	96	97
1 time	3	2	2	1
2 or more times	2	2	2	2
Gender				
0 times	91	92	94	94
1 time	4	4	2	3
2 or more times	5	5	4	3
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	83	88	92	91
1 time	8	4	3	3
2 or more times	8	7	5	6
A physical or mental disability				
0 times	94	95	96	95
1 time	3	3	2	3
2 or more times	3	2	2	2
Any of the above five reasons	27	22	18	12

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	96	96	97	95
1 time	2	2	1	1
2 or more times	2	2	2	4
Any other reason				
0 times	84	89	91	93
1 time	6	4	4	0
2 or more times	10	7	5	7
Any harassment	32	26	21	14

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 *(In-School Only)*				
Average reporting "1 or more times"	27	19	15	10
During the past 12 months, how many times on school property have you...				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around? *(In-School Only)*				
0 times	73	83	88	91
1 time	14	9	6	4
2 to 3 times	8	4	3	1
4 or more times	5	4	2	3
been afraid of being beaten up? *(In-School Only)*				
0 times	77	86	92	91
1 time	11	9	4	4
2 to 3 times	6	2	2	1
4 or more times	6	2	2	3
During the past 12 months, how many times have you...				
had mean rumors or lies spread about you?				
0 times	73	80	81	87
1 time	12	10	8	4
2 to 3 times	7	6	7	4
4 or more times	8	4	5	5
had sexual jokes, comments, or gestures made to you?				
0 times	72	75	78	86
1 time	11	7	8	2
2 to 3 times	7	7	5	3
4 or more times	10	11	9	9

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 %
During the past 12 months, how many times on school property have you...				
had your property stolen or deliberately damaged? *(In-School Only)*				
0 times	84	89	92	95
1 time	10	8	5	2
2 to 3 times	3	2	2	1
4 or more times	3	1	1	2
During the past 12 months, how many times have you...				
been made fun of because of your looks or the way you talk?				
0 times	66	73	80	86
1 time	14	11	9	4
2 to 3 times	9	8	5	3
4 or more times	11	8	6	7
been made fun of, insulted, or called names?				
0 times	66	76	83	87
1 time	13	9	6	0
2 to 3 times	8	6	5	4
4 or more times	12	8	6	9
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)	77	83	83	86
1 time	11	9	8	5
2 to 3 times	6	5	6	5
4 or more times	6	3	3	4

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				
Average reporting "1 or more times"	4	4	4	5
During the past 12 months, how many times on school property have you...				
been in a physical fight?				
0 times	92	95	96	96
1 time	6	3	3	1
2 to 3 times	1	1	1	0
4 or more times	1	1	0	3
been offered, sold, or given an illegal drug?				
0 times	96	91	89	90
1 time	3	5	6	3
2 to 3 times	1	2	3	0
4 or more times	0	2	3	7
damaged school property on purpose?				
0 times	97	97	98	96
1 time	2	2	1	1
2 to 3 times	1	1	1	1
4 or more times	1	0	0	2
carried a gun?				
0 times	99	99	99	98
1 time	1	1	0	0
2 to 3 times	0	0	0	1
4 or more times	0	0	0	1
carried any other weapon (such as a knife or club)?				
0 times	97	98	98	97
1 time	2	1	1	1
2 to 3 times	1	0	0	0
4 or more times	1	1	1	2

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 %
During the past 12 months, how many times on school property have you...				
been threatened with harm or injury?				
0 times	90	94	96	96
1 time	7	3	2	0
2 to 3 times	1	2	1	2
4 or more times	1	1	1	2
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	97	97	98	98
1 time	2	2	2	1
2 to 3 times	1	1	0	0
4 or more times	0	0	0	1

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 %
During the past 12 months, how many times on school property have you...				
seen someone carrying a gun, knife, or other weapon?				
0 times	91	92	91	97
1 time	7	6	5	1
2 to 3 times	1	2	2	0
4 or more times	1	1	1	2

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"$^{\bar{\wedge}}$	11	18	31	36	A9.2
Lifetime alcohol or drug use	11	19	31	37	A9.2
Lifetime marijuana use	3	8	16	24	A9.2
Lifetime very drunk or high (7 or more times)	0	2	6	12	A9.7
Current alcohol or drug use¶	4	6	13	22	A9.5
Current marijuana use¶	1	3	7	17	A9.5
Current heavy drug use¶	1	3	5	11	A9.5
Current heavy alcohol use (binge drinking)¶	1	1	5	12	A9.5
Current alcohol or drug use on school property$^{\P\Phi}$	3	3	5	8	A9.8
Harmfulness of occasional marijuana use$^{B\Phi}$	37	33	32	29	A9.11
Difficulty of obtaining marijuana$^{C\Phi}$	25	10	6	8	A9.12

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

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

¶*Past 30 days.*

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

^{B}*Great harm.*

^{C}*Very difficult.*

Table A9.2
Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	7	12	23	28
Marijuana	3	8	16	24
Inhalants	3	3	3	4
Cocaine, methamphetamine, or any amphetamines	na	1	1	4
Ecstasy, LSD, or other psychedelics	na	2	3	8
Prescription pain medication (opioids)	na	4	5	8
Cold/cough medicines or other over-the-counter medicines to get "high"	na	6	7	7
Any other drug, pill, or medicine to get "high"	2	3	4	7
Any of the above AOD use	11	19	31	37
Any illicit AOD use to get "high"[^]	11	18	31	36

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	93	88	77	72
1 time	4	5	6	10
2 to 3 times	2	4	6	2
4 or more times	2	4	11	17
Marijuana (smoke, vape, eat, or drink)				
0 times	97	92	84	76
1 time	1	2	3	6
2 to 3 times	1	2	4	1
4 or more times	1	4	10	17
Inhalants				
0 times	97	97	97	96
1 time	2	1	1	1
2 to 3 times	1	1	1	0
4 or more times	1	1	1	3
Cocaine, methamphetamine, or any amphetamines				
0 times	na	99	99	96
1 time	na	0	1	2
2 to 3 times	na	0	0	0
4 or more times	na	0	0	2
Ecstasy, LSD, or other psychedelics				
0 times	na	98	97	92
1 time	na	1	1	5
2 to 3 times	na	1	1	2
4 or more times	na	0	1	1
Prescription pain medication				
0 times	na	96	95	92
1 time	na	1	2	2
2 to 3 times	na	1	1	4
4 or more times	na	2	2	2

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	94	93	93
1 time	na	1	2	2
2 to 3 times	na	2	2	2
4 or more times	na	3	3	3
Any other drug, pill, or medicine to get "high" or for reasons other than medical				
0 times	98	97	96	93
1 time	1	1	2	1
2 to 3 times	1	1	1	2
4 or more times	1	1	2	4

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 %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	98	95	88	80
1 time	1	1	2	5
2 to 3 times	1	1	2	1
4 or more times	1	3	8	14
In a vaping device?				
0 times	98	94	88	84
1 time	0	1	3	1
2 to 3 times	0	1	2	3
4 or more times	1	3	8	12
Eat or drink it in products made with marijuana?				
0 times	99	96	89	82
1 time	1	1	3	2
2 to 3 times	1	2	3	6
4 or more times	0	2	5	10

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)	3	3	9	15
Binge drinking (5 or more drinks in a row)	1	1	5	12
Marijuana (smoke, vape, eat, or drink)	1	3	7	17
Inhalants	1	1	1	2
Prescription drugs to get "high" or for reasons other than prescribed	na	1	1	3
Other drug, pill, or medicine to get "high" or for reasons other than medical	1	1	2	2
Any drug use	3	4	8	17
Heavy drug use	1	3	5	11
Any AOD Use	4	6	13	22
Two or more substances at the same time	na	1	3	7

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	97	97	91	85
1 or 2 days	2	3	7	8
3 to 9 days	0	0	2	5
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	2
Binge drinking (5 or more drinks in a row)				
0 days	99	99	95	88
1 or 2 days	1	1	3	5
3 to 9 days	0	1	1	4
10 to 19 days	0	0	0	1
20 to 30 days	0	0	0	2
Marijuana (smoke, vape, eat, or drink)				
0 days	99	97	93	83
1 or 2 days	1	2	3	6
3 to 9 days	0	1	1	3
10 to 19 days	0	0	1	1
20 to 30 days	0	1	1	7

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	96	89	83
1 to 2 times	2	3	7	10
3 to 6 times	1	1	2	4
7 or more times	0	0	2	3
"High" (loaded, stoned, or wasted) from using drugs				
0 times	97	95	86	80
1 to 2 times	2	2	5	7
3 to 6 times	1	1	3	2
7 or more times	0	2	6	12
Very drunk or "high" 7 or more times	0	2	6	12

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	98	98	98	97
1 to 2 days	1	2	1	2
3 or more days	0	0	1	1
Marijuana (smoke, vape, eat, or drink)				
0 days	99	99	96	93
1 to 2 days	1	0	1	3
3 or more days	0	1	2	3
Any other drug, pill, or medicine to get "high" or for reasons other than medical				
0 days	99	99	99	99
1 to 2 days	0	1	0	0
3 or more days	0	0	0	1
Any of the above	3	3	5	8

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	99	97	94	89
1 to 2 times	1	1	3	3
3 to 6 times	0	1	1	4
7 or more times	0	1	2	4

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	91	82
0 times	na	2	6	15
1 time	na	1	1	1
2 to 3 times	na	0	1	1
4 or more times	na	0	0	2
Marijuana				
Does not apply, don't use	na	96	91	83
0 times	na	2	5	11
1 time	na	1	2	2
2 to 3 times	na	1	1	2
4 or more times	na	0	1	2

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	25	27	28	26
Moderate	22	25	26	28
Slight	20	19	24	19
None	33	29	22	26
Alcohol - 5 or more drinks once or twice a week				
Great	39	41	50	36
Moderate	22	24	22	25
Slight	8	8	9	14
None	31	27	19	25
Marijuana - use occasionally				
Great	37	33	32	29
Moderate	22	24	23	21
Slight	9	13	20	16
None	31	30	26	35
Marijuana - use daily				
Great	55	50	51	36
Moderate	9	14	18	20
Slight	4	7	9	13
None	32	28	22	32

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	20	10	7	9
Fairly difficult	10	10	8	9
Fairly easy	12	17	20	13
Very easy	9	18	29	28
Don't know	49	46	36	42
Marijuana				
Very difficult	25	10	6	8
Fairly difficult	11	11	7	5
Fairly easy	7	15	19	10
Very easy	4	18	31	34
Don't know	52	46	36	44
Prescription drugs to get "high" or for reasons other than prescribed				
Very difficult	22	11	9	10
Fairly difficult	9	10	12	10
Fairly easy	10	14	16	15
Very easy	8	15	19	17
Don't know	51	49	44	49

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	1	2	4	7	A10.2
Current cigarette smoking[¶]	1	1	1	5	A10.4
Current cigarette smoking at school[¶Φ]	0	0	0	2	A10.6
Ever tried smokeless tobacco	1	2	2	3	A10.2
Current smokeless tobacco use[¶]	1	0	1	2	A10.4
Current smokeless tobacco use at school[¶Φ]	0	0	0	1	A10.6
Ever used vape products	6	9	16	20	A10.2
Current use of vape products[¶]	2	3	5	9	A10.4
Current tobacco vaping[¶]	1	1	3	8	A10.5
Current marijuana vaping[¶]	1	1	4	7	A10.5
Current vaping at school[¶Φ]	1	1	2	4	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine[Φ]	na	2	3	7	A10.8
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking[BΦ]	31	34	40	44	A10.9
Harmfulness of smoking 1 or more packs/day[BΦ]	53	56	68	60	A10.9
Harmfulness of vaping occasionally[BΦ]	35	37	39	42	A10.10
Harmfulness of vaping several times a day[BΦ]	59	59	68	59	A10.10
Difficulty of obtaining cigarettes[CΦ]	20	10	8	12	A10.11
Difficulty of obtaining vape products[CΦ]	17	7	6	8	A10.11
Anti-Tobacco Policy					
School bans tobacco use and vaping[Φ]	65	62	67	66	A10.12

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

[¶]*Past 30 days.*

[Φ]*In-School only.*

[B]*Great harm.*

[C]*Very 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	97	na	na	na
1 time	2	na	na	na
2 to 3 times	1	na	na	na
4 or more times	0	na	na	na
A whole cigarette				
0 times	99	98	96	93
1 time	1	1	1	2
2 to 3 times	1	1	1	0
4 or more times	0	1	2	5
Smokeless tobacco				
0 times	99	98	98	97
1 time	1	1	1	0
2 to 3 times	0	0	0	1
4 or more times	0	1	1	2
Vape products				
0 times	94	91	84	80
1 time	3	3	4	7
2 to 3 times	1	3	5	3
4 or more times	2	3	7	11

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	95	89	87
1 time	1	2	3	3
2 to 3 times	1	1	3	1
4 or more times	1	2	5	9
Vaped marijuana or THC				
0 times	98	95	89	86
1 time	1	1	2	2
2 to 3 times	1	1	2	0
4 or more times	1	2	7	12
Vaped other product				
0 times	97	97	95	89
1 time	1	1	1	3
2 to 3 times	0	1	1	2
4 or more times	1	1	2	6

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	1	1	1	5
Daily (20 or more days)	0	0	0	1
Smokeless tobacco				
Any	1	0	1	2
Daily (20 or more days)	0	0	0	1
Vape products				
Any	2	3	5	9
Daily (20 or more days)	0	1	1	2

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	99	99	97	92
1 or 2 days	1	1	1	4
3 to 9 days	0	0	1	1
10 to 19 days	0	0	0	1
20 to 30 days	0	0	1	2
Vaped marijuana or THC?				
0 days	99	99	96	93
1 or 2 days	0	0	1	2
3 to 9 days	0	0	1	0
10 to 19 days	0	0	1	2
20 to 30 days	0	0	1	3
Vaped other product?				
0 days	99	99	99	95
1 or 2 days	1	0	0	1
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	3

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	100	100	98
1 or 2 days	0	0	0	1
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	1
Smokeless tobacco				
0 days	100	100	100	99
1 or 2 days	0	0	0	1
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Vape				
0 days	99	99	98	96
1 or 2 days	1	1	1	2
3 to 9 days	0	0	1	1
10 to 19 days	0	0	0	0
20 to 30 days	0	0	1	1

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	96	96	96	96
1 day	2	2	2	1
2 days	0	1	1	0
3-9 days	1	1	0	1
10-19 days	0	0	0	0
20-30 days	0	0	1	2

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	95	90
0 times	na	1	2	3
1 time	na	1	1	2
2 to 3 times	na	1	1	3
4 or more times	na	0	0	2

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	31	34	40	44
Moderate	24	26	27	19
Slight	13	12	14	12
None	31	28	20	25
Smoke 1 or more packs of cigarettes each day				
Great	53	56	68	60
Moderate	12	14	9	11
Slight	5	3	4	4
None	30	27	18	25

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	35	37	39	42
Moderate	25	26	29	19
Slight	10	10	13	13
None	30	27	19	26
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	59	59	68	59
Moderate	8	11	10	12
Slight	3	3	4	4
None	30	27	18	25

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	20	10	8	12
Fairly difficult	12	14	12	7
Fairly easy	10	16	21	12
Very easy	6	13	18	20
Don't know	52	48	42	50
Vape products				
Very difficult	17	7	6	8
Fairly difficult	9	7	5	5
Fairly easy	15	19	21	13
Very easy	11	24	34	32
Don't know	49	43	34	43

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	5	6	6	5
Yes	65	62	67	66
Don't know	30	33	27	29

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	54	na	na	na
1 day	14	na	na	na
2 days	8	na	na	na
3 days	5	na	na	na
4 days	3	na	na	na
5 days	16	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	98	98	98	93
Yes	2	2	2	7

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[†#] *(In-School Only)*				
American Indian or Alaska Native	73	68		
Asian or Asian American	65	58	48	
Black or African American	64	49	66	
Hispanic or Latinx	62	54	52	66
Native Hawaiian or Pacific Islander				
White	67	60	56	
Mixed (two or more) ethnics	62	55	49	
Something else	55	47	39	
School Connectedness[†ψ] *(Remote Only)*				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American	68			
Hispanic or Latinx	55	42	41	70
Native Hawaiian or Pacific Islander				
White	77		31	
Mixed (two or more) ethnics				
Something else	80			
Academic Motivation[†]				
American Indian or Alaska Native	66	61		
Asian or Asian American	65	65	61	
Black or African American	63	54	53	
Hispanic or Latinx	67	59	60	71
Native Hawaiian or Pacific Islander				
White	68	61	58	
Mixed (two or more) ethnics	67	61	61	
Something else	63	50	57	

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$^\pm$				
American Indian or Alaska Native	25	36		
Asian or Asian American	33	47	64	
Black or African American	36	44	25	
Hispanic or Latinx	38	49	57	47
Native Hawaiian or Pacific Islander				
White	39	54	59	
Mixed (two or more) ethnics	35	52	59	
Something else	36	50	44	
School is worthless and a waste of time$^\pm$				
American Indian or Alaska Native	6	0		
Asian or Asian American	13	14	19	
Black or African American	20	18	15	
Hispanic or Latinx	12	18	19	12
Native Hawaiian or Pacific Islander				
White	12	19	20	
Mixed (two or more) ethnics	6	24	29	
Something else	11	36	26	
Monthly Absences (3 or more)				
American Indian or Alaska Native	13	20		
Asian or Asian American	20	8	9	
Black or African American	23	29	24	
Hispanic or Latinx	21	21	19	31
Native Hawaiian or Pacific Islander				
White	20	26	19	
Mixed (two or more) ethnics	18	21	25	
Something else	20	21	23	

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

$^\pm$*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	31	36		
Asian or Asian American	40	33	23	
Black or African American	44	38	32	
Hispanic or Latinx	33	28	25	43
Native Hawaiian or Pacific Islander				
White	43	32	27	
Mixed (two or more) ethnics	38	26	35	
Something else	34	29	37	
Caring adults in school[‡]				
American Indian or Alaska Native	58	50		
Asian or Asian American	61	43	48	
Black or African American	68	44	55	
Hispanic or Latinx	56	47	50	56
Native Hawaiian or Pacific Islander				
White	68	55	55	
Mixed (two or more) ethnics	56	52	54	
Something else	53	38	56	
High expectations-adults in school[‡]				
American Indian or Alaska Native	67	64		
Asian or Asian American	79	69	62	
Black or African American	81	61	70	
Hispanic or Latinx	70	61	62	73
Native Hawaiian or Pacific Islander				
White	80	69	67	
Mixed (two or more) ethnics	75	69	68	
Something else	65	51	60	

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	34	27		
Asian or Asian American	28	16	17	
Black or African American	29	18	22	
Hispanic or Latinx	25	20	20	19
Native Hawaiian or Pacific Islander				
White	27	22	21	
Mixed (two or more) ethnics	31	26	25	
Something else	21	15	21	
Facilities upkeep† *(In-School Only)*				
American Indian or Alaska Native	53	58		
Asian or Asian American	44	35	36	
Black or African American	65	25	44	
Hispanic or Latinx	56	45	46	86
Native Hawaiian or Pacific Islander				
White	57	40	51	
Mixed (two or more) ethnics	47	28	46	
Something else	54	31	26	
Promotion of parental involvement in School†				
American Indian or Alaska Native	63	62		
Asian or Asian American	62	44	32	
Black or African American	62	39	44	
Hispanic or Latinx	57	47	43	59
Native Hawaiian or Pacific Islander				
White	54	47	42	
Mixed (two or more) ethnics	56	47	40	
Something else	51	40	32	

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 *(In-School Only)*				
American Indian or Alaska Native	93	83		
Asian or Asian American	75	53	50	
Black or African American	75	44	68	
Hispanic or Latinx	61	59	60	64
Native Hawaiian or Pacific Islander				
White	71	61	57	
Mixed (two or more) ethnics	70	64	57	
Something else	57	54	47	
Experienced harassment due to five reasons[λ][§]				
American Indian or Alaska Native	20	8		
Asian or Asian American	42	28	24	
Black or African American	16	27	32	
Hispanic or Latinx	26	20	16	11
Native Hawaiian or Pacific Islander				
White	29	26	26	
Mixed (two or more) ethnics	41	35	25	
Something else	22	26	16	
Experienced any harassment or bullying[§]				
American Indian or Alaska Native	20	8		
Asian or Asian American	45	33	28	
Black or African American	23	30	32	
Hispanic or Latinx	31	24	18	13
Native Hawaiian or Pacific Islander				
White	34	32	29	
Mixed (two or more) ethnics	51	37	25	
Something else	24	32	19	

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

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

[§]*Past 12 months.*

Table A12.2

School Safety by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had mean rumors or lies spread about you[§]				
American Indian or Alaska Native	27	8		
Asian or Asian American	20	8	20	
Black or African American	29	18	6	
Hispanic or Latinx	27	18	18	12
Native Hawaiian or Pacific Islander				
White	29	28	23	
Mixed (two or more) ethnics	35	29	30	
Something else	31	20	18	
Been afraid of being beaten up[§] *(In-School Only)*				
American Indian or Alaska Native	14	0		
Asian or Asian American	25	12	4	
Black or African American	22	10	6	
Hispanic or Latinx	24	13	7	8
Native Hawaiian or Pacific Islander				
White	22	18	10	
Mixed (two or more) ethnics	23	18	15	
Something else	17	19	16	
Been in a physical fight[§] *(In-School Only)*				
American Indian or Alaska Native	0	0		
Asian or Asian American	16	3	0	
Black or African American	13	10	6	
Hispanic or Latinx	8	5	4	4
Native Hawaiian or Pacific Islander				
White	4	4	2	
Mixed (two or more) ethnics	4	5	8	
Something else	13	10	11	

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[§] *(In-School Only)*				
American Indian or Alaska Native	0	0		
Asian or Asian American	2	3	9	
Black or African American	9	6	6	
Hispanic or Latinx	9	8	7	4
Native Hawaiian or Pacific Islander				
White	3	10	14	
Mixed (two or more) ethnics	10	6	21	
Something else	13	10	5	

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	20	17		
Asian or Asian American	16	0	13	
Black or African American	19	12	28	
Hispanic or Latinx	24	16	15	14
Native Hawaiian or Pacific Islander				
White	17	20	24	
Mixed (two or more) ethnics	30	21	20	
Something else	21	19	19	

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	13	0		
Asian or Asian American	5	0	9	
Black or African American	0	6	15	
Hispanic or Latinx	5	6	12	22
Native Hawaiian or Pacific Islander				
White	2	5	17	
Mixed (two or more) ethnics	3	10	19	
Something else	6	4	8	
Current marijuana use¶				
American Indian or Alaska Native	13	0		
Asian or Asian American	0	0	2	
Black or African American	0	6	10	
Hispanic or Latinx	2	3	7	16
Native Hawaiian or Pacific Islander				
White	0	3	9	
Mixed (two or more) ethnics	0	7	15	
Something else	1	4	3	
Current binge drinking¶				
American Indian or Alaska Native	13	0		
Asian or Asian American	0	0	2	
Black or African American	0	0	0	
Hispanic or Latinx	1	1	4	12
Native Hawaiian or Pacific Islander				
White	0	1	8	
Mixed (two or more) ethnics	0	0	7	
Something else	1	0	0	

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

¶*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or "high" 7 or more times, ever				
American Indian or Alaska Native	0	7		
Asian or Asian American	0	0	2	
Black or African American	0	3	10	
Hispanic or Latinx	1	2	6	12
Native Hawaiian or Pacific Islander				
White	0	2	6	
Mixed (two or more) ethnics	0	1	14	
Something else	0	0	3	
Been drunk or "high" on drugs at school, ever				
American Indian or Alaska Native	13	7		
Asian or Asian American	0	0	0	
Black or African American	0	6	10	
Hispanic or Latinx	1	3	7	11
Native Hawaiian or Pacific Islander				
White	0	3	7	
Mixed (two or more) ethnics	0	3	9	
Something else	1	2	0	
Current alcohol use[¶]				
American Indian or Alaska Native	13	0		
Asian or Asian American	0	0	4	
Black or African American	0	0	5	
Hispanic or Latinx	3	3	9	14
Native Hawaiian or Pacific Islander				
White	1	3	15	
Mixed (two or more) ethnics	1	6	11	
Something else	4	2	3	

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¶ *(In-School Only)*				
American Indian or Alaska Native	7	0		
Asian or Asian American	0	0	0	
Black or African American	0	0	10	
Hispanic or Latinx	2	2	2	4
Native Hawaiian or Pacific Islander				
White	1	1	3	
Mixed (two or more) ethnics	0	1	2	
Something else	2	0	0	
Current cigarette smoking¶				
American Indian or Alaska Native	13	0		
Asian or Asian American	0	0	0	
Black or African American	0	0	5	
Hispanic or Latinx	1	1	1	4
Native Hawaiian or Pacific Islander				
White	0	2	1	
Mixed (two or more) ethnics	0	1	2	
Something else	1	0	0	
Current vaping¶				
American Indian or Alaska Native	13	0		
Asian or Asian American	0	0	2	
Black or African American	0	3	5	
Hispanic or Latinx	3	2	4	8
Native Hawaiian or Pacific Islander				
White	0	5	8	
Mixed (two or more) ethnics	0	4	13	
Something else	3	2	0	

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

¶*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current tobacco vaping¶				
American Indian or Alaska Native	13	0		
Asian or Asian American	0	0	0	
Black or African American	0	0	5	
Hispanic or Latinx	2	1	2	7
Native Hawaiian or Pacific Islander				
White	0	2	7	
Mixed (two or more) ethnics	0	1	9	
Something else	1	2	0	
Current marijuana vaping¶				
American Indian or Alaska Native	13	0		
Asian or Asian American	0	0	2	
Black or African American	0	0	0	
Hispanic or Latinx	1	1	3	7
Native Hawaiian or Pacific Islander				
White	0	2	6	
Mixed (two or more) ethnics	0	4	9	
Something else	0	0	0	

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

¶*Past 30 days.*

Table A12.5

Routines by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[|]				
American Indian or Alaska Native	75	80		
Asian or Asian American	64	70	51	
Black or African American	68	51	67	
Hispanic or Latinx	54	54	56	44
Native Hawaiian or Pacific Islander				
White	73	65	58	
Mixed (two or more) ethnics	71	65	61	
Something else	65	60	63	
Bedtime (at 12 am or later)				
American Indian or Alaska Native	19	7		
Asian or Asian American	20	34	68	
Black or African American	19	23	33	
Hispanic or Latinx	16	20	34	46
Native Hawaiian or Pacific Islander				
White	8	17	33	
Mixed (two or more) ethnics	13	25	47	
Something else	14	24	33	

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	60	38	36	55
Native Hawaiian or Pacific Islander				
White	55		42	
Mixed (two or more) ethnics				
Something else	64			
Synchronous instruction (4 days or more)[‖]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	59	11	14	9
Native Hawaiian or Pacific Islander				
White	64		0	
Mixed (two or more) ethnics				
Something else	36			
Interest in schoolwork done from home				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	42	27	44	73
Native Hawaiian or Pacific Islander				
White	64		36	
Mixed (two or more) ethnics				
Something else	60			

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	62	32	39	45
Native Hawaiian or Pacific Islander				
White	64		33	
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	18	7		
Asian or Asian American	23	20	40	
Black or African American	23	24	34	
Hispanic or Latinx	25	27	32	33
Native Hawaiian or Pacific Islander				
White	22	33	36	
Mixed (two or more) ethnics	28	35	38	
Something else	24	26	21	
Experienced chronic sadness/hopelessness§				
American Indian or Alaska Native	27	8		
Asian or Asian American	33	26	43	
Black or African American	19	45	42	
Hispanic or Latinx	37	34	41	42
Native Hawaiian or Pacific Islander				
White	22	35	43	
Mixed (two or more) ethnics	26	36	40	
Something else	32	39	24	
Considered suicide§				
American Indian or Alaska Native	13	0		
Asian or Asian American	8	8	29	
Black or African American	19	19	21	
Hispanic or Latinx	15	15	15	26
Native Hawaiian or Pacific Islander				
White	12	16	18	
Mixed (two or more) ethnics	11	21	29	
Something else	24	19	8	

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	60	53		
Asian or Asian American	58	50	30	
Black or African American	71	62	57	
Hispanic or Latinx	54	44	43	46
Native Hawaiian or Pacific Islander				
White	60	46	41	
Mixed (two or more) ethnics	57	37	34	
Something else	53	36	37	
Life satisfaction∓				
American Indian or Alaska Native	79	52		
Asian or Asian American	64	66	51	
Black or African American	74	59	45	
Hispanic or Latinx	68	63	61	59
Native Hawaiian or Pacific Islander				
White	73	63	59	
Mixed (two or more) ethnics	71	56	49	
Something else	66	55	60	

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[†#] *(In-School Only)*				
Male	67	59	57	67
Female	60	53	50	65
Nonbinary	43	33	35	
Something else	38	32	36	
School Connectedness[†ψ] *(Remote Only)*				
Male	67	39	40	
Female	58	47	38	
Nonbinary				
Something else				
Academic Motivation[†]				
Male	69	58	56	64
Female	68	62	64	77
Nonbinary	44	38	47	
Something else	43	46	43	
School is really boring[±]				
Male	40	51	59	56
Female	33	48	53	35
Nonbinary	46	61	69	
Something else	50	57	76	
School is worthless and a waste of time[±]				
Male	13	21	24	17
Female	9	16	15	9
Nonbinary	15	30	21	
Something else	25	14	36	

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 A13.1

School Engagement and Supports by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
Male	21	20	17	33
Female	19	22	21	29
Nonbinary	29	33	17	
Something else	20	35	15	
Maintaining focus on schoolwork[†]				
Male	41	32	30	41
Female	33	28	24	46
Nonbinary	9	9	6	
Something else	10	20	8	
Caring adults in school[‡]				
Male	62	50	52	58
Female	54	45	51	57
Nonbinary	50	46	45	
Something else	44	37	47	
High expectations-adults in school[‡]				
Male	75	63	62	74
Female	70	61	66	72
Nonbinary	64	62	59	
Something else	51	50	51	
Meaningful participation at school[‡]				
Male	27	22	21	18
Female	25	19	20	21
Nonbinary	20	14	14	
Something else	17	14	16	

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[†] *(In-School Only)*				
Male	51	42	45	85
Female	58	44	48	89
Nonbinary	60	36	33	
Something else	55	33	35	
Promotion of parental involvement in School[†]				
Male	59	49	44	54
Female	56	46	41	65
Nonbinary	41	27	30	
Something else	38	31	24	

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 *(In-School Only)*				
Male	68	62	65	56
Female	62	58	56	75
Nonbinary	45	26	40	
Something else	36	35	25	
Experienced harassment due to five reasons[λ][§]				
Male	20	16	12	8
Female	28	25	20	14
Nonbinary	72	61	64	
Something else	69	47	38	
Experienced any harassment or bullying[§]				
Male	25	20	14	9
Female	34	29	23	17
Nonbinary	72	63	64	
Something else	72	53	42	
Had mean rumors or lies spread about you[§]				
Male	22	14	13	8
Female	31	25	24	19
Nonbinary	42	20	24	
Something else	34	17	28	
Been afraid of being beaten up[§] *(In-School Only)*				
Male	19	13	7	6
Female	25	14	7	14
Nonbinary	40	30	20	
Something else	38	22	29	

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

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

[§]*Past 12 months.*

Table A13.2
School Safety by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§] *(In-School Only)*				
Male	10	7	6	6
Female	5	3	2	3
Nonbinary	5	5	5	
Something else	8	4	4	
Seen a weapon on campus[§] *(In-School Only)*				
Male	8	8	9	6
Female	8	7	8	0
Nonbinary	15	22	7	
Something else	13	11	33	

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	16	10	11	8
Female	28	23	22	21
Nonbinary	36	17	27	
Something else	35	17	21	

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	4	5	11	24
Female	4	6	13	16
Nonbinary	8	17	29	
Something else	14	15	16	
Current marijuana use¶				
Male	2	3	6	19
Female	1	3	8	12
Nonbinary	3	11	20	
Something else	0	9	8	
Current binge drinking¶				
Male	1	0	3	17
Female	1	1	5	7
Nonbinary	5	7	11	
Something else	2	4	8	
Very drunk or "high" 7 or more times, ever				
Male	0	2	6	11
Female	1	1	6	14
Nonbinary	2	7	11	
Something else	0	6	12	
Been drunk or "high" on drugs at school, ever				
Male	1	3	6	11
Female	1	3	6	12
Nonbinary	3	9	16	
Something else	0	4	19	
Current alcohol use¶				
Male	2	2	7	17
Female	3	3	10	12
Nonbinary	6	13	18	
Something else	5	7	8	

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¶ *(In-School Only)*				
Male	1	1	2	6
Female	2	3	2	0
Nonbinary	5	5	7	
Something else	0	4	8	
Current cigarette smoking¶				
Male	1	1	1	6
Female	1	1	1	2
Nonbinary	3	2	9	
Something else	0	4	0	
Current vaping¶				
Male	3	3	4	9
Female	1	2	5	7
Nonbinary	5	9	18	
Something else	3	6	12	
Current tobacco vaping¶				
Male	1	1	3	8
Female	1	1	3	7
Nonbinary	5	4	13	
Something else	2	6	8	
Current marijuana vaping¶				
Male	1	1	3	8
Female	0	1	3	5
Nonbinary	3	9	13	
Something else	0	4	4	

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	64	61	60	41
Female	56	53	54	51
Nonbinary	41	46	52	
Something else	46	42	41	
Bedtime (at 12 am or later)				
Male	14	18	36	56
Female	15	19	34	31
Nonbinary	26	40	38	
Something else	27	43	56	

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	58	30	42	
Female	76	46	37	
Nonbinary				
Something else				
Synchronous instruction (4 days or more)[‖]				
Male	62	13	23	
Female	60	14	5	
Nonbinary				
Something else				
Interest in schoolwork done from home				
Male	41	24	32	
Female	55	33	47	
Nonbinary				
Something else				
Meaningful opportunities[‡]				
Male	65	24	36	
Female	65	36	44	
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	16	23	28
Female	29	37	39	30
Nonbinary	58	66	63	
Something else	60	49	53	
Experienced chronic sadness/hopelessness§				
Male	21	21	28	40
Female	40	44	50	47
Nonbinary	71	68	78	
Something else	76	57	63	
Considered suicide§				
Male	9	9	12	21
Female	15	20	17	26
Nonbinary	48	46	59	
Something else	53	40	36	
Optimism‡				
Male	64	52	48	42
Female	51	40	39	43
Nonbinary	32	13	22	
Something else	24	26	28	
Life satisfaction┬				
Male	76	68	63	56
Female	66	59	59	65
Nonbinary	42	38	38	
Something else	45	47	44	

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."

School Climate Module

1. Module Sample

Table N1.1

Student Sample for School Climate Module

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	2,131	2,346	2,158	140
Final number	1,617	1,554	1,452	100
Response Rate	76%	66%	67%	71%

Note: [A]NT includes continuation, community day, and other alternative school types.

2. Key Indicators of School Climate

Table N2.1

School Climate Scales

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Student learning environment[†]	63	51	49	72	N3.1
Learning engagement climate[†]	30	23	24	45	N3.2
Fairness and respect[†]	49	39	36	67	N4.1
Racial/Ethnic conflict[†]	13	14	13	10	N4.2
Respect for diversity[†]	59	47	48	56	N4.3
Clarity of rules[†]	67	54	51	55	N5.1
Disciplinary harshness[†]	34	28	28	13	N5.2
Student peer relationships[†]	49	41	42	39	N6.1
Support for social emotional learning[†]	60	46	42	51	N7.1
Antibullying climate[†]	46	34	33	36	N8.1
Quality of school facilities[†Φ]	54	44	46	75	N9.1
Time for lunch[†]	56	44	40	48	N10.1

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

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

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

[Φ]*In-school only.*

3. Student Learning Environment & Academic Engagement

Table N3.1

Student Learning Environment Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Student learning environment				
Average reporting "Agree" or "Strongly agree"	63	51	49	72
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.				
Strongly disagree	3	8	7	4
Disagree	7	8	9	3
Neither disagree nor agree	25	29	30	17
Agree	40	40	42	51
Strongly agree	25	15	12	24
My teachers work hard to help me with my schoolwork when I need it.				
Strongly disagree	3	7	7	6
Disagree	5	7	7	0
Neither disagree nor agree	24	29	32	19
Agree	43	43	42	48
Strongly agree	25	15	12	27
Teachers show how classroom lessons are helpful to students in real life.				
Strongly disagree	6	11	14	5
Disagree	11	14	17	4
Neither disagree nor agree	29	35	35	35
Agree	36	30	28	39
Strongly agree	18	10	8	17

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

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

Table N3.1

Student Learning Environment Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers give students a chance to take part in classroom discussions or activities.				
Strongly disagree	3	7	5	4
Disagree	5	7	5	1
Neither disagree nor agree	21	27	28	15
Agree	46	44	48	56
Strongly agree	25	16	13	24
Teachers go out of their way to help students.				
Strongly disagree	3	8	9	4
Disagree	6	8	8	2
Neither disagree nor agree	28	32	38	22
Agree	40	38	34	47
Strongly agree	23	13	10	25
Teachers help students catch up when they return from an absence.				
Strongly disagree	5	10	12	6
Disagree	11	13	14	3
Neither disagree nor agree	29	32	31	22
Agree	36	34	33	47
Strongly agree	19	10	9	22
My teachers give me useful feedback on my work.				
Strongly disagree	3	7	7	4
Disagree	6	10	11	2
Neither disagree nor agree	27	32	32	20
Agree	44	39	40	49
Strongly agree	20	12	9	25

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

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

Table N3.1

Student Learning Environment Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school is a supportive and inviting place for students to learn.$^{\emptyset}$ *(In-School Only)*				
Strongly disagree	3	7	7	6
Disagree	5	7	9	1
Neither disagree nor agree	26	33	35	17
Agree	41	39	38	51
Strongly agree	26	13	11	26

Question HS/MS N.8: How strongly do you agree or disagree with the following statements about your school?...
This school is a supportive and inviting place for students to learn.
Notes: Cells are empty if there are less than 10 respondents.
$^{\emptyset}$Item not included in the scale.

Table N3.2
Learning Engagement Climate Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Learning engagement climate				
Average reporting "Agree" or "Strongly agree"	30	23	24	45
Students at this school are motivated to learn.				
Strongly disagree	7	15	12	8
Disagree	14	17	20	2
Neither disagree nor agree	46	45	46	35
Agree	24	19	19	46
Strongly agree	9	5	4	9
Students pay attention in class.				
Strongly disagree	6	9	7	5
Disagree	15	17	16	2
Neither disagree nor agree	50	53	53	45
Agree	24	17	20	38
Strongly agree	5	4	4	9
Students try their best in school.				
Strongly disagree	4	6	6	5
Disagree	11	13	13	3
Neither disagree nor agree	50	53	52	45
Agree	26	22	23	35
Strongly agree	8	6	5	11

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

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

Table N3.2

Learning Engagement Climate Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students turn in their homework on time.				
Strongly disagree	5	8	6	6
Disagree	15	16	19	4
Neither disagree nor agree	55	56	52	58
Agree	20	17	19	29
Strongly agree	5	3	3	3
Students usually follow the rules at school.^Ø **(In-School Only)**				
Strongly disagree	6	7	6	6
Disagree	14	13	12	4
Neither disagree nor agree	45	49	46	42
Agree	29	26	31	38
Strongly agree	6	5	5	11

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

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

^ØItem not included in the scale.

Table N3.3

School Promotes Academic Success

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school promotes academic success for all students.				
Strongly disagree	2	4	4	3
Disagree	4	5	5	2
Neither disagree nor agree	29	37	35	29
Agree	43	40	43	46
Strongly agree	21	13	13	20

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

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

4. Fairness and Respect for Diversity

Table N4.1

Fairness and Respect Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Fairness and respect				
Average reporting "Agree" or "Strongly agree"	49	39	36	67
Adults at this school treat all students with respect.				
Strongly disagree	4	8	11	5
Disagree	8	11	12	1
Neither disagree nor agree	29	36	35	22
Agree	37	34	33	45
Strongly agree	23	11	9	27
Students treat teachers with respect.				
Strongly disagree	6	12	11	7
Disagree	14	20	19	4
Neither disagree nor agree	44	43	44	31
Agree	26	19	22	42
Strongly agree	10	6	5	15
The school rules are fair.				
Strongly disagree	8	9	11	4
Disagree	13	11	14	2
Neither disagree nor agree	30	35	36	22
Agree	32	35	31	47
Strongly agree	17	10	8	25
All students are treated fairly when they break school rules.				
Strongly disagree	7	8	11	4
Disagree	10	11	13	0
Neither disagree nor agree	34	40	39	30
Agree	34	31	30	47
Strongly agree	15	10	7	19

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

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

Table N4.2

Racial/Ethnic Conflict Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Racial/Ethnic conflict				
Average reporting "Agree" or "Strongly agree"	13	14	13	10
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.				
Strongly disagree	49	34	34	47
Disagree	21	20	21	14
Neither disagree nor agree	19	33	33	29
Agree	6	9	9	9
Strongly agree	4	4	4	1
There is a lot of tension in this school between people of different cultures, races, or ethnicities.				
Strongly disagree	30	22	24	38
Disagree	21	21	25	20
Neither disagree nor agree	34	40	38	32
Agree	9	11	10	7
Strongly agree	6	5	3	3

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

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

Table N4.3
Respect for Diversity Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Respect for diversity				
Average reporting "Agree" or "Strongly agree"	59	47	48	56
Students in this school respect each other's differences.				
Strongly disagree	8	9	8	7
Disagree	10	11	8	3
Neither disagree nor agree	37	43	45	42
Agree	29	28	29	32
Strongly agree	16	9	10	16
Adults/teachers in this school respect differences in students.				
Strongly disagree	2	5	4	6
Disagree	3	4	6	3
Neither disagree nor agree	27	37	34	28
Agree	40	39	40	37
Strongly agree	27	15	15	27
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.				
Strongly disagree	2	5	4	8
Disagree	3	4	5	1
Neither disagree nor agree	28	39	41	34
Agree	40	37	36	36
Strongly agree	26	14	14	21

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

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

Table N4.4
Restorative Practices

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.				
Strongly disagree	4	7	8	4
Disagree	7	8	10	2
Neither disagree nor agree	40	52	52	51
Agree	34	26	23	34
Strongly agree	16	7	7	9

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

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

5. Disciplinary Environment

Table N5.1

Clarity of Rules Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Clarity of rules				
Average reporting "Agree" or "Strongly agree"	67	54	51	55
This school clearly informs students what would happen if they break school rules.				
Strongly disagree	4	7	7	4
Disagree	5	7	8	5
Neither disagree nor agree	21	28	31	29
Agree	40	41	40	41
Strongly agree	30	17	14	21
Rules in this school are made clear to students.				
Strongly disagree	4	6	5	8
Disagree	6	8	9	4
Neither disagree nor agree	29	37	38	36
Agree	39	37	37	43
Strongly agree	22	12	10	8
This school makes it clear how students are expected to act.				
Strongly disagree	3	5	4	10
Disagree	4	6	6	3
Neither disagree nor agree	25	35	36	35
Agree	44	40	41	38
Strongly agree	25	15	13	13

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

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

Table N5.2
Disciplinary Harshness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Disciplinary harshness				
Average reporting "Agree" or "Strongly agree"	34	28	28	13
The rules in this school are too strict.				
Strongly disagree	9	8	7	20
Disagree	23	21	21	31
Neither disagree nor agree	40	51	49	39
Agree	17	13	16	7
Strongly agree	11	6	7	3
It is easy for students to get kicked out of class or get suspended.				
Strongly disagree	9	7	7	16
Disagree	23	18	19	19
Neither disagree nor agree	37	43	49	49
Agree	21	23	18	13
Strongly agree	9	8	6	4
Students get in trouble for breaking small rules.				
Strongly disagree	6	6	6	16
Disagree	15	15	14	20
Neither disagree nor agree	35	45	44	52
Agree	34	27	29	8
Strongly agree	11	7	8	4

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

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

6. Student Peer Relationships

Table N6.1

Student Peer Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Student peer relationships				
Average reporting "Agree" or "Strongly agree"	49	41	42	39
Students enjoy doing things with each other during school activities.				
Strongly disagree	3	5	5	4
Disagree	4	6	6	1
Neither disagree nor agree	31	39	37	52
Agree	44	40	41	34
Strongly agree	18	11	10	9
Students care about each other.				
Strongly disagree	3	6	5	5
Disagree	8	8	8	1
Neither disagree nor agree	41	44	45	58
Agree	37	33	35	29
Strongly agree	11	8	7	7
Students treat each other with respect.				
Strongly disagree	4	7	5	6
Disagree	13	12	12	4
Neither disagree nor agree	45	48	48	52
Agree	29	27	30	33
Strongly agree	8	6	5	6
Students get along well with each other.				
Strongly disagree	4	6	5	3
Disagree	8	7	7	0
Neither disagree nor agree	42	46	47	56
Agree	37	34	35	34
Strongly agree	9	7	6	7

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

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

7. Social and Emotional Learning

Table N7.1

Support for Social Emotional Learning Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Support for social emotional learning				
Average reporting "Agree" or "Strongly agree"	60	46	42	51
This school encourages students to feel responsible for how they act.				
Strongly disagree	3	5	5	3
Disagree	5	6	5	2
Neither disagree nor agree	30	37	39	41
Agree	44	40	41	42
Strongly agree	18	11	9	12
This school encourages students to understand how others think and feel.				
Strongly disagree	3	7	7	7
Disagree	7	7	9	3
Neither disagree nor agree	30	41	42	41
Agree	41	36	35	36
Strongly agree	19	9	7	13
Students are taught that they can control their own behavior.				
Strongly disagree	3	6	5	5
Disagree	8	8	9	5
Neither disagree nor agree	31	41	42	38
Agree	42	37	35	41
Strongly agree	16	8	8	10

Question HS/MS N.30-32: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... This school encourages students to understand how others think and feel.... Students are taught that they can control their own behavior.
Note: Cells are empty if there are less than 10 respondents.

Table N7.1

Support for Social Emotional Learning Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school helps students resolve conflicts with one another.				
Strongly disagree	4	7	8	7
Disagree	10	11	14	3
Neither disagree nor agree	37	48	49	41
Agree	36	27	24	40
Strongly agree	13	7	4	10
This school encourages students to care about how others feel.				
Strongly disagree	3	7	7	5
Disagree	7	8	10	4
Neither disagree nor agree	31	43	45	41
Agree	43	33	30	36
Strongly agree	17	8	6	13
Teachers here make it clear to students that bullying is not tolerated.				
Strongly disagree	3	6	5	5
Disagree	4	6	7	3
Neither disagree nor agree	21	33	36	34
Agree	39	38	38	38
Strongly agree	34	18	15	19

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

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

8. School Antibullying Climate

Table N8.1

Antibullying Climate Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Antibullying climate				
Average reporting "Agree" or "Strongly agree"	46	34	33	36
If another student was bullying me, I would tell one of the teachers or staff at school.				
Strongly disagree	9	12	13	14
Disagree	12	12	14	15
Neither disagree nor agree	30	37	37	37
Agree	26	27	26	19
Strongly agree	22	12	11	14
Students tell teachers when other students are being bullied.				
Strongly disagree	7	12	13	14
Disagree	14	14	16	4
Neither disagree nor agree	42	48	49	58
Agree	25	20	17	17
Strongly agree	12	6	5	7
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	3	6	6	3
Disagree	4	7	6	0
Neither disagree nor agree	29	42	42	43
Agree	41	34	37	36
Strongly agree	23	12	10	18

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

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

Table N8.1
Antibullying Climate Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students here try to stop bullying when they see it happening.				
Strongly disagree	9	9	9	7
Disagree	15	15	15	7
Neither disagree nor agree	44	49	49	55
Agree	24	20	21	29
Strongly agree	9	6	5	3

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

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

9. School Physical Environment

Table N9.1

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Quality of school facilities				
Average reporting "Agree" or "Strongly agree"	54	44	46	75
My school is usually clean and tidy.				
Strongly disagree	3	6	7	1
Disagree	12	12	16	0
Neither disagree nor agree	30	38	31	14
Agree	44	36	40	52
Strongly agree	12	7	7	33
The schoolyard and buildings are clean and in good condition.				
Strongly disagree	4	6	5	5
Disagree	9	9	10	2
Neither disagree nor agree	32	41	38	27
Agree	38	34	37	41
Strongly agree	18	10	10	25
The school grounds are kept clean.				
Strongly disagree	4	7	6	4
Disagree	11	11	12	1
Neither disagree nor agree	35	39	39	21
Agree	37	35	36	51
Strongly agree	12	8	7	24

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

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

Table N9.2

Classroom Crowding (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My classroom is so crowded it is hard to concentrate and learn.				
Strongly disagree	17	11	12	47
Disagree	32	28	30	21
Neither disagree nor agree	33	43	40	21
Agree	12	13	12	7
Strongly agree	5	5	5	4

Question HS/MS N.53: How strongly do you agree or disagree with the following statements about your school?...
My classroom is so crowded it is hard to concentrate and learn.
Note: Cells are empty if there are less than 10 respondents.

10. Scheduled Lunch and Drinkable Water

Table N10.1

Time for Lunch Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Time for lunch				
Average reporting "Agree" or "Strongly agree"	56	44	40	48
I eat my lunch at the right time of day.				
Strongly disagree	10	10	9	11
Disagree	10	11	11	8
Neither disagree nor agree	29	36	38	37
Agree	33	33	33	31
Strongly agree	18	10	9	13
I have plenty of time to eat my lunch.				
Strongly disagree	7	10	14	7
Disagree	10	14	19	8
Neither disagree nor agree	22	31	31	35
Agree	41	34	29	32
Strongly agree	20	11	7	20

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

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

Table N10.2

Clean and Drinkable Water *(In-School Only)*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school has clean and drinkable water.				
Strongly disagree	5	6	6	8
Disagree	7	8	8	2
Neither disagree nor agree	26	36	35	32
Agree	38	36	36	40
Strongly agree	24	15	16	18

Question HS/MS N.65: How strongly do you agree or disagree with the following statements about your school?...
This school has clean and drinkable water.

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

Tobacco Module

1. Module Sample

Table Q1.1

Student Sample for Tobacco Module

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	2,131	2,346	2,158	140
Final number	1,502	1,448	1,389	96
Response Rate	70%	62%	64%	69%

Note: [A]NT includes continuation, community day, and other alternative school types.

2. Smoking Patterns and Access to Cigarettes

Table Q2.1

Lifetime Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked cigarettes daily				
No	99	98	98	97
Yes	1	2	2	3
Smoked 100 cigarettes				
No	99	99	99	98
Yes	1	1	1	2

Question HS/MS Q.1, 4: Have you ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days?... Have you smoked 100 cigarettes in your life?

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

Table Q2.2
Smoking in Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Number of cigarettes smoked per day				
None	99	99	98	97
Less than 1 cigarette per day	0	0	1	0
1 cigarette or more per day	1	1	1	3
1 cigarette per day	0	0	0	1
2 to 5 cigarettes per day	0	0	1	2
6 to 10 cigarettes per day	0	0	0	0
11 to 20 cigarettes per day	0	0	0	0
More than 20 cigarettes per day	0	0	0	0
Sources for obtaining cigarettes				
Did not smoke cigarettes in the past 30 days	99	99	98	97
Bought them in a store	0	0	0	2
Bought them from a vending machine	0	0	0	0
Gave someone else money to buy them for me	0	0	0	0
Borrowed them from someone else	0	0	0	0
Took them from a store or family member	0	0	0	0
A friend gave them to me	0	0	0	0
A person 18 years or older gave them to me	0	0	0	0
Other people gave them to me	0	0	0	1
Got them some other way	0	0	0	0
Current cigar smoking				
0 days	99	99	99	96
1 to 2 days	0	0	1	2
3 to 5 days	0	0	0	1
6 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	1

Question HS/MS Q.3, 5, 6: During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?... If you smoked cigarettes during the past 30 days, how did you usually get them? (Select Only One Response.)... During the past 30 days, on how many days did you smoke any cigars, cigarillos, or little cigars (Swishers, Black&Mild, or Prime Times)?

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

Table Q2.3
E-Cigarette Consumption

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Have you ever used a vaping device to consume any of the following?				
I've never used a vaping device or e-cigarette	96	93	85	80
Nicotine or tobacco substitute	2	4	7	6
Marijuana or THC	2	4	11	17
Amphetamines, cocaine, or heroin	0	0	1	2
A flavored product without nicotine, alcohol, or other drug	1	3	4	6
Any other product or substance	1	1	1	2
I was not sure what was in the vaping device or e-cigarette	3	2	2	4

Question HS/MS Q.32: Have you ever used a vaping device or e-cigarette to consume any of the following? (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 Q2.4
Ever Smoke to Control Weight

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	99	99	98	96
Yes	1	1	2	4

Question HS/MS Q.2: Did you ever smoke to control your weight?

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

Table Q2.5
Current Desire to Quit Smoking Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't smoke cigarettes; does not apply	98	97	98	96
No	1	2	2	4
Yes	1	1	0	0

Question HS/MS Q.7: If you now smoke cigarettes, would you like to quit smoking?

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

3. Smoking Cessation

Table Q3.1

Likelihood of Quitting

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use tobacco; does not apply	98	99	98	97
Definitely will	1	0	0	0
Probably will	0	0	0	1
May or may not	0	0	1	0
Probably will not	0	0	0	0
Definitely will not	0	0	0	2

Question HS/MS Q.8: If you are currently using tobacco, how likely are you to try to quit?

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

Table Q3.2

Lifetime Frequency of Smoking Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't smoke cigarettes; does not apply	98	98	98	96
0 times	1	1	1	2
One or more times	1	1	0	2
1 time	0	0	0	1
2 to 3 times	0	0	0	0
4 or more times	0	0	0	1

Question HS/MS Q.9: How many times have you tried to quit smoking cigarettes?

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

Table Q3.3
Control Over Quitting

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use tobacco; does not apply	98	98	98	96
No control at all	0	1	0	1
A little control	0	0	0	0
Medium control	0	0	0	0
A lot of control	0	0	0	1
Total control	0	0	2	2

Question HS/MS Q.10: How much control do you have over whether you quit using tobacco?
Note: Cells are empty if there are less than 10 respondents.

Table Q3.4
Type of Help Sought at School to Help Quit Smoking, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Go to a special group or class				
Did not use tobacco	97	96	95	95
No	2	3	4	5
Yes	1	0	0	0
Talk to an adult at your school about how to quit				
Did not use tobacco	97	96	95	95
No	2	3	4	5
Yes	1	0	0	0
Talk to a peer helper about how to quit				
Did not use tobacco	97	96	95	95
No	2	3	4	5
Yes	1	1	1	0

Question HS/MS Q.11-13: If you used tobacco during the past 12 months, did you do any of the following things at school to get help to quit using?... Go to a special group or class... Talk to an adult at your school about how to quit... Talk to a peer helper about how to quit.
Note: Cells are empty if there are less than 10 respondents.

4. Attitudes and Beliefs

Table Q4.1

Likelihood of Smoking in the Next Year

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Sure it will not happen	83	84	83	87
It probably will not happen	12	12	12	11
Even chance (50-50) that it will happen	3	2	2	1
It probably will happen	1	1	1	0
It will happen for sure	1	1	1	1

Question HS/MS Q.17: How likely do you think it is that you will smoke one or more cigarettes in the next year?
Note: Cells are empty if there are less than 10 respondents.

Table Q4.2

Agreement with Eight Statements About Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoking makes kids look grown up	14	15	15	18
Smoking makes your teeth yellow	87	86	88	89
Smoking is cool	4	5	7	8
Smoking makes you smell bad	83	82	83	80
Smoking helps you make friends	5	9	12	13
Smoking is bad for your health	88	86	88	86
Smoking helps you relax	17	27	33	42
Smoking helps control your weight	12	16	18	21

Question HS/MS Q.19-26: Please indicate whether or not you agree with the following statements... Smoking makes kids look grown up... Smoking makes your teeth yellow... Smoking is cool... Smoking makes you smell bad... Smoking helps you make friends... Smoking is bad for your health... Smoking helps you relax... Smoking helps control your weight.
Notes: Cells are empty if there are less than 10 respondents.
Results are based on percent of participants responding "Very much agree" or "Agree".

Table Q4.3

Estimated Prevalence of Adult Cigarette Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
None of them	40	47	45	44
Some	51	43	47	41
Many	8	8	7	14
Most or all	1	2	1	1

Question HS/MS Q.18: About how many adults you know smoke cigarettes?
Note: Cells are empty if there are less than 10 respondents.

Table Q4.4

Estimated Prevalence of Peer Cigarette Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0	52	38	38	54
10	33	32	31	25
20	8	13	11	8
30	2	7	7	7
40	2	4	4	0
50	1	3	3	2
60	0	1	2	1
70	0	1	1	0
80	0	0	0	0
90	0	0	0	0
100	0	2	2	2

Question HS/MS Q.31: Think about a group of 100 students (about three classrooms) in your grade. About how many students do you think smoke cigarettes at least once a month?
Note: Cells are empty if there are less than 10 respondents.

Table Q4.5

Personal Disapproval of Peer Cigarette Smoking, One or More Packs a Day

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Neither approve nor disapprove	22	37	35	47
Somewhat disapprove	10	11	13	10
Strongly disapprove	69	52	52	43

Question HS/MS Q.27: How do you feel about someone your age smoking one or more packs of cigarettes a day?
Note: Cells are empty if there are less than 10 respondents.

Table Q4.6

Perceived Peer Disapproval of Cigarette Smoking, One or More Packs a Day

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Neither approve nor disapprove	19	28	25	42
Somewhat disapprove	13	13	13	10
Strongly disapprove	69	58	62	48

Question HS/MS Q.28: How do you think your close friends would feel about you smoking one or more packs of cigarettes a day?
Note: Cells are empty if there are less than 10 respondents.

5. Prevention Program Exposure

Table Q5.1

Tobacco Education in School, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Have lessons about tobacco and its effects on the body				
No	41	63	69	65
Yes	41	16	14	18
Not sure	18	21	17	17
Practice different ways to refuse or say "no" to tobacco offers				
No	49	65	72	69
Yes	27	13	10	15
Not sure	23	22	18	16

Question HS/MS Q.15, 16: During the past 12 months, did you do any of these things at school?... Have lessons about tobacco and its effects on the body... Practice different ways to refuse or say "no" to tobacco offers.
Note: Cells are empty if there are less than 10 respondents.

Table Q5.2

Perceived Ability to Refuse a Friend's Offer of Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very hard	3	4	3	3
Hard	4	3	2	0
Easy	20	17	16	14
Very easy	74	76	80	83

Question HS/MS Q.14: How hard would it be for you to refuse or say "no" to a friend who offered you a cigarette to smoke?
Note: Cells are empty if there are less than 10 respondents.

Table Q5.3

Talked with Parents/Guardians About Tobacco Use, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	70	78	76	88
Yes	30	22	24	12

Question HS/MS Q.29: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of tobacco use?

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

6. Media Exposure

Table Q6.1

Tobacco Use in Movies, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	31	38	36	44
1 time	13	9	7	9
2 times	12	11	12	8
3 times	12	10	12	10
4 to 6 times	10	10	11	11
7 or more times	22	22	21	18

Question HS/MS Q.30: During the past 12 months, how many times did you see someone smoking tobacco in a movie you watched?

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

Appendix I

2021-22 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Amistad High (Continuation)				69
Colonel Mitchell Paige Middle				
Desert Ridge Academy	100			
Horizon	98	60	94	
Indio High		87	65	
Indio Middle	94			
John Glenn Middle School of Int. Studies	100			
La Quinta High		85	84	
La Quinta Middle	94			
Palm Desert Charter Middle	95			
Palm Desert High		69	78	
Shadow Hills High		96	73	
Summit High (Continuation)				100
Thomas Jefferson Middle	100			

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2021-22 public school and 2020-21 enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

CHKS Content Overview, 2021-22

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

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP).[2] For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.[3]

MAIN CONTENT FOCUS: REMOTE LEARNING EXPERIENCES, SCHOOL CLIMATE, AND THE NEEDS OF THE WHOLE CHILD

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and students supports, all three key priorities required of the LCAP. It provides schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in learning and developmentally thrive. Fifty-one items assessing 14 school climate domains included in a *School Climate Report Card (SCRC)* that districts can request at the district and school level.[4] The items used in the SCRC assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

School climate, as measured by the CHKS, is strongly related to student performance on standardized academic tests. Data for high school students show that as school climate improves—as the schools became safer, more supportive, and more engaging—test performance increased as well.[5]

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that "beat the odds" academically and consistently performed better on the state's standardized tests than *would be predicted* based on the characteristics of their students (i.e., comparing schools with similar student demographics). The more positive the school climate, the greater the probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school's level of personnel resources.[6]

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the Whole Child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students

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

[2] For a guide to how CalSCHLS survey items align with LCAP indicator requirements, download Helpful Resources for Local Control and Accountability Plans at calschls.org/resources/#survey_content_guides.

[3] Austin. (2016). Download calschls.org/docs/factsheet-15.pdf

[4] See calschls.org/reports-data/#slcr

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

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

who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high expectations at school.[7] These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

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

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.

- **Ninth graders** report the lowest rates of developmental support.

- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.[8] They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.[9]

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

In the standard CHKS report, breakdowns for selected key indicators are provided by race/ethnicity and gender. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation. Results can also be displayed for English learners, free and reduced-priced meal eligible students (prior to 2021-22), and foster youth—three important LCAP priority groups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic groups for each school (call 888.841.7536 or email calschls@wested.org).

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups plus mixed (two or more) race.

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

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

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

In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.[10] They were lowest in schools with large proportions of African American and Hispanic students, as well as in low-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but the disparities still remained. This suggests that school climate factors related to student well-being may also play a role in the racial/ethnic achievement gap. One strategy to close the gap may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students.

In the majority of cases, with notable exceptions for Asians, *the racial/ethnic gaps in performance, engagement, perceived support, and safety are greater within-schools than between-schools.*[11] African American, Latino, and Asian students feel less safe, engaged, and supported than their White peers *within the same school*. Inequities in these factors, for the various racial/ethnic groups, can possibly contribute to the achievement gap. Further, these findings suggest that practices designed to ensure equal access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap.

Foster Care Youth

Compared to youth who live with their parents, foster care youth report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.[12] They were also more likely to be low in caring adult relationships and total developmental support.

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.[13] [14] For example, analysis of the latest Biennial CHKS data indicate that LGBTQ youth[15] are:

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

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

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

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

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

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

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

[15] See calschls.org/reports-data/dashboard/

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.[16] CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

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

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

Self-Reported Grades

The CHKS asks students to indicate what grades they received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception. To learn more about the factors that might be causing poor performance, request a CHKS report showing how all the survey results vary by level of performance (call 888.841.7536 or email calschls@wested.org).

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2017-19 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 71 percent in 11th grade to 75 percent in 11th.[17]

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

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

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

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

Absenteeism

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 2 or more days during the past 30 days) and what were the reasons for absences.[18] Users can request reports looking at the characteristics of youth based on absenteeism indicators to guide efforts to improve the LCAP pupil engagement priority (call 888.841.7536 or email calschls@wested.org).

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

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

Developmental Supports

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

School Connectedness

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

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[18] Because most students participated in school via remote learning in 2020-21, the CHKS did not ask about student truancy so that additional items could be included to assess absenteeism.

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

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

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

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

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

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

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

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

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

School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students agreeing to these scale questions declined from 62 percent in 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.[28] This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.[29] [30]

Parent Involvement

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

Facilities and Physical Environment

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.[33] Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.[34] These behaviors adversely affect not only students' ability

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

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

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

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

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

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

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

to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.[35] [36] [37]

Perceived Safety

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

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

Harassment and Victimization

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

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

Different forms of verbal harassment at school are assessed by asking students about: mean rumors or lies; sexual-related jokes, comments, or gestures; being made fun of because of looks or speech; and, more generally, being made fun of, insulted or called names. Physical victimization is assessed by questions

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

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

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

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

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

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

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

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

about having been pushed/shoved, threatened with harm or injury (without or without weapon), and being afraid of being beaten up. Students are also asked whether they have ever been in a physical fight as a measure of general violence.

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

Vandalism and Weapons

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

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

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

Alcohol and Other Drug Use at School (Section 9)

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

Cigarette Smoking (Section 10)

Students who report smoking cigarettes are significantly more likely than those who do not to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, students who smoke are also more likely to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness.

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

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

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

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

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

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

These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.[49] [50]

MENTAL HEALTH (Section 7)

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

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

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

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

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

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

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

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

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