Education
Michigan Profile for Healthy Youth 2021-2022
Michigan
Profile for
Profite for
Healthy Youth
East Grand Rapids Public Schools
School Domain: High School
$\%=$ unweighted percentage of reported response. $(n)=$ number of students with reported response.

|  |  | Grade |  | Gender |  | Race/Ethnicity |  |  |  |  |  | Academics |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | District ${ }^{1}$ | 9 | 11 | M | F | Black | White | Hispanic/ Latino | American Indian | Asian | Arab/ Chaldean | As/Bs | Ds/Fs |
| Perceived Safety |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Percentage of students who reported feeling unsafe or very unsafe at school | $\underset{\text { (9) }}{2.1 \%}$ | $1.9 \%$ <br> (4) | $\underset{(5)}{2.5 \%}$ | $1.5 \%$ <br> (3) | $\underset{(5)}{2.4 \%}$ | - | $2.0 \%$ (7) | $4.3 \%$ <br> (1) | - | $\underset{(0)}{0.0 \%}$ | - | $\underset{(7)}{1.8 \%}$ | - |
| Commitment to School |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Percentage of students who felt assigned school work was never or seldom meaningful and important | $\begin{gathered} 41.3 \% \\ (168) \end{gathered}$ | $\begin{gathered} 34.3 \% \\ (72) \end{gathered}$ | $\underset{(96)}{48.7 \%}$ | $\underset{(74)}{38.1 \%}$ | $\begin{gathered} 43.7 \% \\ (90) \end{gathered}$ | - | $\begin{gathered} 41.4 \% \\ (139) \end{gathered}$ | 39.1\% <br> (9) | - | 27.3\% <br> (3) | - | $\begin{gathered} 40.2 \% \\ (150) \end{gathered}$ | - |
| Percentage of students who reported their courses were slightly or very dull | $\begin{gathered} 38.9 \% \\ (158) \end{gathered}$ | $\underset{(74)}{35.4 \%}$ | $\underset{(84)}{42.6 \%}$ | $\underset{(84)}{43.5 \%}$ | $\begin{gathered} 34.0 \% \\ (70) \end{gathered}$ | - | $\begin{gathered} 39.1 \% \\ (131) \end{gathered}$ | $\underset{(10)}{43.5 \%}$ | - | $18.2 \%$ <br> (2) | - | $\begin{gathered} 38.1 \% \\ (142) \end{gathered}$ | - |
| Percentage of students who think learning in school is slightly or not at all important for later life | $\begin{gathered} 47.5 \% \\ (193) \end{gathered}$ | $\underset{(84)}{40.2 \%}$ | $\begin{gathered} 55.3 \% \\ (109) \end{gathered}$ | $\begin{gathered} 46.6 \% \\ (90) \end{gathered}$ | $\begin{gathered} 47.6 \% \\ (98) \end{gathered}$ | - | $\begin{gathered} 46.6 \% \\ (156) \end{gathered}$ | $\underset{(14)}{60.9 \%}$ | - | $27.3 \%$ <br> (3) | - | $\begin{gathered} 46.4 \% \\ (173) \end{gathered}$ | - |
| Percentage of students who never or seldom enjoyed being at school during the past year | $\underset{(113)}{27.8 \%}$ | $\begin{gathered} 23.0 \% \\ (48) \end{gathered}$ | $\underset{(65)}{33.0 \%}$ | $\underset{(54)}{28.0 \%}$ | $\begin{gathered} 26.7 \% \\ (55) \end{gathered}$ | - | $\begin{gathered} 26.6 \% \\ (89) \end{gathered}$ | $\underset{\substack{43.5 \% \\(10)}}{ }$ | - | $\underset{(3)}{27.3 \%}$ | - | $\begin{gathered} 26.3 \% \\ (98) \end{gathered}$ | - |
| Percentage of students who often or almost always hated being at school during the past year | $\begin{gathered} 39.5 \% \\ (160) \end{gathered}$ | $\begin{gathered} 36.5 \% \\ (76) \end{gathered}$ | $\underset{(84)}{42.6 \%}$ | $\underset{(60)}{31.1 \%}$ | $\begin{gathered} 46.8 \% \\ (96) \end{gathered}$ | - | $\begin{gathered} 37.1 \% \\ (124) \end{gathered}$ | 47.8\% <br> (11) | - | $45.5 \%$ <br> (5) | - | $\begin{gathered} 38.2 \% \\ (142) \end{gathered}$ | - |
| Percentage of students who never or seldom tried to do their best work at school during the past year | $\underset{(33)}{8.2 \%}$ | $\begin{gathered} 6.8 \% \\ (14) \end{gathered}$ | $9.7 \%$ <br> (19) | $9.9 \%$ <br> (19) | $6.9 \%$ <br> (14) | - | 8.4\% <br> (28) | 8.7\% <br> (2) | - | $\underset{(0)}{0.0 \%}$ | - | $5.7 \%$ (21) | - |
| Percentage of students who reported not at all or a little true that they do interesting activities at school | $\underset{(212)}{52.9 \%}$ | $\begin{gathered} 49.8 \% \\ (102) \end{gathered}$ | $\begin{gathered} 56.1 \% \\ (110) \end{gathered}$ | $\underset{(85)}{45.2 \%}$ | $\begin{gathered} 59.7 \% \\ (123) \end{gathered}$ | - | $\underset{(171)}{52.0 \%}$ | $\underset{(12)}{54.5 \%}$ | - | $54.5 \%$ <br> (6) | - | $51.1 \%$ (188) | - |
| Percentage of students who reported not at all or a little true that they help decide things like class activities or rules at school | $\underset{\substack{86.3 \% \\(345)}}{ }$ | $\begin{gathered} 83.3 \% \\ (170) \end{gathered}$ | $\underset{(175)}{89.3 \%}$ | $\begin{gathered} 82.4 \% \\ (154) \end{gathered}$ | $\begin{gathered} 89.8 \% \\ (185) \end{gathered}$ | - | $\underset{(282)}{86.0 \%}$ | $\underset{(19)}{86.4 \%}$ | - | $72.7 \%$ <br> (8) | - | $\begin{gathered} 85.6 \% \\ (314) \end{gathered}$ | - |
| Percentage of students who reported not at all or a little true that they do things that make a difference at school | $\begin{gathered} 70.7 \% \\ (282) \end{gathered}$ | $\begin{gathered} 67.5 \% \\ (137) \end{gathered}$ | $\begin{gathered} 74.0 \% \\ (145) \end{gathered}$ | $\begin{gathered} 66.0 \% \\ (124) \end{gathered}$ | $\begin{gathered} 74.6 \% \\ (153) \end{gathered}$ | - | $\underset{(227)}{69.2 \%}$ | $\begin{gathered} 77.3 \% \\ (17) \end{gathered}$ | - | $72.7 \%$ <br> (8) | - | $\begin{gathered} 68.9 \% \\ (252) \end{gathered}$ | - |

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|  |  | Grade |  | Gender |  | Race/Ethnicity |  |  |  |  |  | Academics |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | District ${ }^{1}$ | 9 | 11 | M | F | Black | White | Hispanic/ Latino | American Indian | Asian | Arab/ Chaldean | As/Bs | Ds/Fs |
| Bullying |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Percentage of students who have seen students get pushed, hit, or punched one or more times during the past 12 months | $\begin{gathered} 21.6 \% \\ (90) \end{gathered}$ | $\underset{(52)}{24.4 \%}$ | $\underset{(38)}{18.6 \%}$ | $\begin{gathered} 24.5 \% \\ (50) \end{gathered}$ | $\underset{(38)}{18.4 \%}$ | - | $\underset{(71)}{20.6 \%}$ | $40.9 \%$ <br> (9) | - | $18.2 \%$ (2) | - | $\underset{(81)}{21.3 \%}$ | - |
| Percentage of students who have heard students get called mean names or get "put down" one or more times during the past 12 months | $\underset{(231)}{55.3 \%}$ | $\underset{(127)}{59.3 \%}$ | $\underset{(104)}{51.0 \%}$ | $\begin{gathered} 50.5 \% \\ (103) \end{gathered}$ | $\underset{(125)}{60.1 \%}$ | - | $\underset{(187)}{54.4 \%}$ | $\underset{(15)}{68.2 \%}$ | - | $36.4 \%$ <br> (4) | - | $\begin{gathered} 56.0 \% \\ (214) \end{gathered}$ | - |
| Percentage of students who have heard rumors or lies being spread about other students one or more times during the past 12 months | $\underset{(301)}{72.4 \%}$ | $\begin{gathered} 74.8 \% \\ (160) \end{gathered}$ | $\underset{(141)}{69.8 \%}$ | $\begin{gathered} 66.7 \% \\ (136) \end{gathered}$ | $\begin{gathered} 78.2 \% \\ (161) \end{gathered}$ | - | $\begin{gathered} 73.4 \% \\ (251) \end{gathered}$ | $\underset{(17)}{77.3 \%}$ | - | $\begin{gathered} 45.5 \% \\ (5) \end{gathered}$ | - | $\begin{gathered} 73.4 \% \\ (279) \end{gathered}$ | - |
| Percentage of students who have seen students left out of activities or games on purpose one or more times during the past 12 months | $\begin{gathered} 44.1 \% \\ (183) \end{gathered}$ | $\begin{gathered} 47.7 \% \\ (102) \end{gathered}$ | $\begin{gathered} 40.3 \% \\ (81) \end{gathered}$ | $\underset{(79)}{39.1 \%}$ | $\begin{gathered} 48.8 \% \\ (101) \end{gathered}$ | - | $\begin{gathered} 42.4 \% \\ (145) \end{gathered}$ | $\underset{(13)}{59.1 \%}$ | - | $18.2 \%$ <br> (2) | - | $\begin{gathered} 44.1 \% \\ (167) \end{gathered}$ | - |
| Percentage of students who have heard students threaten to hurt other students one or more times during the past 12 months | 17.7\% <br> (74) | $\underset{(45)}{21.0 \%}$ | $\begin{gathered} 14.3 \% \\ (29) \end{gathered}$ | $\underset{(34)}{16.7 \%}$ | $\underset{(38)}{18.4 \%}$ | - | $\begin{gathered} 15.7 \% \\ (54) \end{gathered}$ | $22.7 \%$ <br> (5) | - | $\underset{(0)}{0.0 \%}$ | - | $\underset{(65)}{17.1 \%}$ | - |
| Percentage of students who have seen students wreck or damage other students' things one or more times during the past 12 months | $\begin{gathered} 26.3 \% \\ (109) \end{gathered}$ | $\underset{(57)}{26.9 \%}$ | $\underset{(52)}{25.7 \%}$ | $\underset{(55)}{27.1 \%}$ | $\underset{(53)}{25.9 \%}$ | - | $\underset{(84)}{24.6 \%}$ | $31.8 \%$ <br> (7) | - | $9.1 \%$ <br> (1) | - | $\begin{gathered} 26.9 \% \\ (102) \end{gathered}$ | - |
| Percentage of students who have read e-mail or website messages that spread rumors about other students one or more times during the past 12 months | $\underset{(111)}{26.7 \%}$ | $\underset{(51)}{23.8 \%}$ | $\underset{(60)}{29.9 \%}$ | $\underset{(43)}{21.1 \%}$ | $\underset{(68)}{33.2 \%}$ | - | $\underset{(87)}{25.5 \%}$ | $\underset{(7)}{31.8 \%}$ | - | $27.3 \%$ <br> (3) | - | $\underset{(101)}{26.6 \%}$ | - |
| Percentage of students who have read e-mail or website messages that contained threats to other students one or more times during the past 12 months | $\begin{gathered} 3.8 \% \\ (16) \end{gathered}$ | $3.7 \%$ (8) | $4.0 \%$ <br> (8) | $\underset{(8)}{3.9 \%}$ | $3.9 \%$ <br> (8) | - | $\begin{gathered} 2.9 \% \\ (10) \end{gathered}$ | $9.1 \%$ <br> (2) | - | $9.1 \%$ <br> (1) | - | $\underset{(14)}{3.7 \%}$ | - |
| Attitudes Toward Danger and Violence |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Percent of students who reported that their friends would feel it was wrong or very wrong to carry a weapon to school | $\underset{(401)}{95.5 \%}$ | $\begin{gathered} 95.8 \% \\ (207) \end{gathered}$ | $\begin{gathered} 95.1 \% \\ (194) \end{gathered}$ | $\begin{gathered} 93.7 \% \\ (192) \end{gathered}$ | $\begin{gathered} 97.6 \% \\ (203) \end{gathered}$ | - | $\underset{(335)}{96.8 \%}$ | $\underset{(22)}{95.7 \%}$ | - | $\underset{(11)}{100.0 \%}$ | - | $\underset{(364)}{95.3 \%}$ | - |
| Opportunities for Prosocial Involvement |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Percentage of students who have lots of chances to help decide things like class activities and rules at school | $\begin{gathered} 40.1 \% \\ (160) \end{gathered}$ | $\underset{(87)}{42.6 \%}$ | $\underset{(73)}{37.4 \%}$ | $\begin{gathered} 48.4 \% \\ (90) \end{gathered}$ | $\underset{(68)}{33.0 \%}$ | - | $\underset{(134)}{41.0 \%}$ | $36.4 \%$ <br> (8) | - | $\begin{gathered} 45.5 \% \\ (5) \end{gathered}$ | - | $\underset{(144)}{39.3 \%}$ | - |
| Percentage of students who have lots of chances to talk with a teacher one-on-one at school | $\underset{(357)}{90.2 \%}$ | $\underset{(181)}{89.2 \%}$ | $\begin{gathered} 91.2 \% \\ (176) \end{gathered}$ | $\begin{gathered} 91.3 \% \\ (168) \end{gathered}$ | $\underset{(183)}{89.3 \%}$ | - | $\underset{(295)}{90.8 \%}$ | 86.4\% | - | $80.0 \%$ <br> (8) | - | $\underset{(330)}{90.9 \%}$ | - |

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|  |  | Grade |  | Gender |  | Race/Ethnicity |  |  |  |  |  | Academics |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | District ${ }^{1}$ | 9 | 11 | M | F | Black | White | Hispanic/ Latino | American Indian | Asian | Arab/ Chaldean | As/Bs | Ds/Fs |
| Percentage of students whose teachers ask them to work on special classroom projects at school | $\underset{(95)}{23.9 \%}$ | $\underset{(51)}{25.1 \%}$ | $\underset{(44)}{22.6 \%}$ | $\begin{gathered} 30.1 \% \\ (56) \end{gathered}$ | $\begin{gathered} 18.4 \% \\ (38) \end{gathered}$ | - | $\begin{gathered} 25.5 \% \\ (83) \end{gathered}$ | $\underset{(3)}{13.6 \%}$ | - | $9.1 \%$ <br> (1) | - | $\begin{gathered} 23.8 \% \\ (87) \end{gathered}$ | - |
| Percentage of students who have lots of chances to get involved in sports, clubs, and other school activities outside of class | $\underset{(387)}{97.2 \%}$ | $\begin{gathered} 97.5 \% \\ (198) \end{gathered}$ | $\begin{gathered} 96.9 \% \\ (189) \end{gathered}$ | $\begin{gathered} 95.7 \% \\ (177) \end{gathered}$ | $\begin{gathered} 98.5 \% \\ (203) \end{gathered}$ | - | $\begin{gathered} 97.2 \% \\ (318) \end{gathered}$ | $\underset{(21)}{95.5 \%}$ | - | $\begin{array}{\|c\|} \hline 100.0 \% \\ (10) \end{array}$ | - | $\begin{gathered} 98.1 \% \\ (358) \end{gathered}$ | - |
| Percentage of students who have lots of chances to be part of class discussions or activities | $\underset{(354)}{88.9 \%}$ | $\begin{gathered} 89.7 \% \\ (182) \end{gathered}$ | $\begin{gathered} 88.2 \% \\ (172) \end{gathered}$ | $\begin{gathered} 91.9 \% \\ (171) \end{gathered}$ | $\begin{gathered} 86.8 \% \\ (178) \end{gathered}$ | - | $\begin{gathered} 89.0 \% \\ (290) \end{gathered}$ | 90.9\% <br> (20) | - | $\underset{(11)}{100.0 \%}$ | - | $\begin{gathered} 90.1 \% \\ (329) \end{gathered}$ | - |
| Rewards for Prosocial Involvement |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Percentage of students whose teachers notice when they are doing a good job and let them know about it | $\begin{gathered} 48.1 \% \\ (192) \end{gathered}$ | $\begin{gathered} 47.8 \% \\ (97) \end{gathered}$ | $\begin{gathered} 48.5 \% \\ (95) \end{gathered}$ | $\begin{gathered} 58.1 \% \\ (108) \end{gathered}$ | $\begin{gathered} 39.8 \% \\ (82) \end{gathered}$ | - | $\begin{gathered} 49.2 \% \\ (161) \end{gathered}$ | $59.1 \%$ (13) | - | $36.4 \%$ <br> (4) | - | $\begin{gathered} 48.6 \% \\ (178) \end{gathered}$ | - |
| Percentage of students whose school lets their parents know when they have done something well | $\begin{gathered} 23.5 \% \\ (93) \end{gathered}$ | $\begin{gathered} 23.9 \% \\ (48) \end{gathered}$ | $\underset{(45)}{23.1 \%}$ | $\underset{(61)}{33.0 \%}$ | $\begin{gathered} 14.7 \% \\ (30) \end{gathered}$ | - | $\underset{(74)}{22.7 \%}$ | $27.3 \%$ (6) | - | $40.0 \%$ <br> (4) | - | $\underset{(85)}{23.4 \%}$ | - |
| Percentage of students who feel safe at school | $\begin{gathered} 90.4 \% \\ (359) \end{gathered}$ | $\begin{gathered} 91.0 \% \\ (183) \end{gathered}$ | $\begin{gathered} 89.8 \% \\ (176) \end{gathered}$ | $\begin{gathered} 93.0 \% \\ (172) \end{gathered}$ | $\begin{gathered} 89.3 \% \\ (183) \end{gathered}$ | - | $\begin{gathered} 91.1 \% \\ (297) \end{gathered}$ | $\underset{(18)}{81.8 \%}$ | - | $\begin{gathered} 100.0 \% \\ (10) \end{gathered}$ | - | $\begin{gathered} 92.0 \% \\ (335) \end{gathered}$ | - |
| Percentage of students whose teachers praise them when they work hard in school | $\underset{(155)}{38.8 \%}$ | $\begin{gathered} 38.9 \% \\ (79) \end{gathered}$ | $\underset{(76)}{38.8 \%}$ | $47.8 \%$ <br> (89) | $\underset{(64)}{31.1 \%}$ | - | $\begin{gathered} 39.4 \% \\ (129) \end{gathered}$ | $\underset{\substack{45.5 \% \\(10)}}{ }$ | - | $63.6 \%$ <br> (7) | - | $\begin{gathered} 38.8 \% \\ (142) \end{gathered}$ | - |

For additional Michigan Profile for Healthy Youth information, please log on to www.michigan.gov/miphy
${ }^{1}$ District percentages are representative of the combined results as reported by 9th and 11th graders in participating buildings.
N/A = Data not available

- = Data suppressed due to fewer than 10 valid student surveys

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