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## Sex Differences in School Safety and Bullying Experiences among Sexual Minority Youth

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### Abstract

Schools play an integral role in creating safe, supportive environments for students, especially sexual minority youth (SMY). Using 2016 questionnaire data from seven high schools in a Florida school district, we obtained a sample of 1,364 SMY. Logistic regressions controlling for sex (as applicable), age, grade, race/ethnicity, and school explored differences between SMY and non-sexual-minority youth (nonSMY). Sex differences related to school environment perceptions and experiences related to safety, bullying, and hearing homophobic remarks were also explored. SMY were more likely than nonSMY to report several negative school environment perceptions and experiences. Where differences existed within SMY, male SMY were more likely than female SMY to have missed school in the past 30 days (Odds Ratio (OR) = 1.66,  $P=.03$ ), report avoiding spaces at school due to safety concerns (OR = 1.38,  $P=.02$ ), and report hearing homophobic remarks from teachers (OR = 2.00,  $P=.01$ ). Implications for school nursing are discussed.

### Keywords

schools; school nurses; bullying; students; sexual minority youth; safety

### Introduction

In 2017, an estimated 15 million young people in the United States were enrolled in grades 9–12 (US Department of Education, 2016), and for most students, 6 or more hours of each weekday are spent in school, making schools an influential environment during critical years of students' development (Centers for Disease Control and Prevention [CDC], 2016). However, for a good number of students, the school environment is not always positive. For example, 2015 national Youth Risk Behavior Survey (YRBS) data reveal that 20% of high

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school students reported being bullied on school property in the past year and 5.6% of students reported they had not gone to school on at least one day in the past 30 days because they felt unsafe at school or on their way to or from school (Kann et al., 2016a). Research shows that students who are bullied experience a number of adverse psychological, physical, and academic outcomes including mental and physical distress, poor academic performance, and increased absenteeism (CDC, 2016b; Loftus, 2013).

For the approximately 1.28 million high school students estimated to be lesbian, gay, or bisexual (LGB) (Zaza, Kann, & Barrios, 2016), several aspects of the school environment can be particularly problematic. Negative experiences related to safety and bullying have been reported by disproportionately more sexual minority youth (SMY)—specifically LGB youth—compared to heterosexual youth. For example, 2015 national YRBS data revealed that an estimated 12.5% of LGB students did not go to school because of safety concerns and 34.2% of LGB students reported being bullied on school property; both percentages significantly higher among LGB youth than heterosexual youth (Kann et al., 2016b). According to Gay, Lesbian and Straight Education Network's (GLSEN) 2015 National School Climate Survey, 57.6% of sexual and gender minority youth (SGMY) felt unsafe at school because of their sexual orientation and 43.3% felt unsafe because of their gender expression (Kosciw et al., 2016). Furthermore, numerous studies show SMY are at increased risk for bullying and other forms of victimization including school-based harassment, physical and verbal harassment, physical assault, and isolation (Berlan, Corliss, Field, Goodman, & Austin, 2010; Birkett, Espelage, & Koenig, 2009; Fedewa & Ahn, 2011; Kann et al., 2016b; Kosciw, Greytak, & Diaz, 2009).

In addition to bullying and safety concerns, school climate can be influenced by homophobic or stigmatizing attitudes among students and staff within schools. The 2015 GLSEN School Climate Survey found that almost all SGMY in their survey (98.1%) reported hearing homophobic remarks at school. This same survey found that 56.2% of SGMY students reported hearing homophobic remarks from teachers or other school staff (Kosciw et al., 2016). Several studies have focused on the relationship between homophobic remarks and negative outcomes among SMY or SGMY including increased substance use, increased depression and suicidality, and increased absenteeism (Birkett, Espelage, & Koenig, 2009; Kosciw, Greytak, & Diaz, 2009).

Negative school environment perceptions and experiences can impact mental health outcomes among SMY. Emotional distress associated with bullying among SGMY has been documented (Almeida, Johnson Corliss, Molnar, & Azrael, 2009). Swearer and colleagues (2008) state that perceived discrimination related to actual or perceived sexual orientation accounted for increased depressive symptomatology, and accounted for an elevated risk of self-harm and suicidal ideation. Negative school environment perceptions and experiences can also lead to bodily harm and can contribute to suicidal thoughts and behaviors among SMY (Russell & Joyner, 2001).

Although some literature has shed light on the experiences of SMY in schools and their experiences of bullying overall (Birkett, Espelage, & Koenig, 2009; Espelage, Aragon, Birkett, & Koenig, 2008; Fedewa & Ahn, 2011), less is known about differences between

male and female SMY related to the school environment. Given this, the primary aim of this report was to explore school environment measures within a group of SMY. We first sought to determine if the increased risk of negative school environment perceptions and experiences among SMY compared to non-sexual-minority youth (nonSMY) held true in this study's data. Then, we sought to explore differences between male and female SMY related to the school environment in terms of perceptions and experiences related to safety, bullying, and homophobic remarks.

## Methods

Data in this study are from an evaluation of a school-centered HIV/STD prevention project implemented in seven high schools in an urban Florida school district. The evaluation included multiple cross-sectional, school-wide administrations of a student questionnaire in the seven participating schools. The present study uses data collected in December 2016 to explore differences between male and female SMY in measures related to the school environment. This study was approved by ICF's Institutional Review Board (IRB) and the Research Review Board of the participating school district.

## Procedures and Instrumentation

In accordance with the passive parental consent process, parental notification and opt-out forms were sent home via students in the participating schools prior to data collection. All students in regular classroom settings were invited to complete the questionnaire unless a parent/guardian had signed a form opting their child out of participation. Students chose for themselves whether or not to complete the survey on the day of administration. Self-contained special education or special needs classrooms as well as classrooms dedicated to non-English speaking students were excluded from the study to ensure all participants could self-administer the English language questionnaire. Each student received a 46-item, paper-and-pencil questionnaire that assessed student demographic characteristics, sexual behavior, school climate, sexual health education, and bullying. The anonymous questionnaire took students approximately 40 minutes to complete.

## Measures

**Demographic characteristics.**—Demographic characteristics included sex, age, grade, and race/ethnicity. Race and ethnicity were assessed using two individual items, but the final race/ethnicity variable was collapsed into the following four categories: (1) Hispanic, (2) Black, non-Hispanic, (3) White, non-Hispanic (used as the referent group), and (4) other or multiracial. In addition to these demographics, students were also asked about their sexual orientation, sex of sexual partners, and sexual attraction. Students were considered SMY if they (1) identified as gay, bisexual, or lesbian, and/or (2) reported having had sex with partners of the same sex or both sexes, and/or (3) reported sexual attraction to people of the same sex or both sexes.

**Bullying experiences.**—Student bullying experiences were assessed using three items: (1) Do students at school bully you? Response options included: "Always, most of the time, some of the time, never." Responses were collapsed to "Never" and "At least some of the

time.” (2) During the past 3 months, how many times on school property were you harassed or bullied? Response options included: “0 times, 1 time, 2-3 times, 4-5 times, 6 or more times.” Responses were collapsed to “0 times” and “at least 1 time.” (3) Do you think you were harassed or bullied during the past 3 months because of any of the following reasons? Response options included: “income or economic status, disability or perceived disability, sexual orientation or perceived sexual orientation, gender expression, other, and none of the above.”

**Perceptions of school safety.**—Perceptions of school safety were assessed using four items: (1) Do you feel safe at your school? Response options included: “yes” or “no.” (2) Do you avoid spaces at school because you feel uncomfortable or unsafe in the space? Response options included: “yes” or “no.” (3) Which of the following spaces at school do you avoid because you feel uncomfortable or unsafe in the space? Response options included: “cafeteria or lunch room, locker rooms, hallways/stairwells, school athletic fields or facilities, school buses, physical education (PE) or gym class, school grounds (not including athletic fields), another space not listed, and I don’t avoid anywhere at school because of feeling uncomfortable or unsafe.” (4) During the past 30 days, on how many days did you not go to school because you felt unsafe at school or unsafe on your way to or from school? Response options included: “0 days, 1 day, 2 or 3 days, 4 or more days.” Responses were collapsed to “0 days” and “1 or more days.”

**Homophobic remarks.**—This measure was assessed using three questions: (1) How many students do you hear make homophobic remarks? Response options included: “most of the students, some of the students, a few of the students, none of the students.” Responses were collapsed to “a few or none of students” and “most or some of students.” (2) When homophobic remarks are made and a teacher or other school staff is present, how often does the teacher or staff person intervene or do something about it? Response options included: “always, most of the time, some of the time, never.” Responses were collapsed to “some of the time or never” and “most of the time or always.” (3) How often do you hear homophobic remarks from teachers or school staff? Response options included: “always, most of the time, some of the time, never.” Responses were collapsed to “some of the time or never” and “most of the time or always.”

## Sample

In total, 10,231 students completed the questionnaire for a response rate of 66.8%. Questionnaires with 25% or more of items missing responses ( $n=547$ ), as well as questionnaires with missing responses to “What is your sex?” item ( $n=53$ ) or missing responses to sexual identity, attraction, and sexual behavior questions ( $n=12$ ) were removed, leaving an analytic sample of 9,619 students. Of those, 1,364 (14.2%) students were categorized as SMY—332 males and 1032 females. The majority of the SMY sample was 15 years of age or older (85.8%) and Black, non-Hispanic (30.4%) or Hispanic (43.8%). Table 1 provides demographic characteristics for the analytic sample.

## Analysis

We used a series of logistic regressions to examine differences between SMY and nonSMY, and also between male and female SMY in relation to school safety, bullying, and hearing homophobic remarks. Regressions examining differences between SMY and nonSMY controlled for sex, age, grade, race/ethnicity, and school; regressions examining differences between male and female SMY controlled for age, grade, race/ethnicity, and school. Statistical analyses were performed using IBM SPSS Statistics, version 21 and Stata, version 14 (IBM Corp., 2012; Stata, 2014). Alpha levels were set at  $P<.05$ .

## Results

### Sexual Minority Youth and Non-Sexual-Minority Youth

Across most variables, SMY reported more negative school environment perceptions and experiences than nonSMY. SMY were more likely than nonSMY to report being bullied by students at school ( $OR = 2.09$ ,  $P<.01$ ) and were less likely than nonSMY to report feeling safe at school ( $OR = .53$ ,  $P<.01$ ). In terms of specific spaces students avoided due to feeling uncomfortable or unsafe, three—locker rooms, athletic fields or facilities, and PE or gym class—emerged as significantly more likely to be avoided by SMY compared to nonSMY. Table 2 presents descriptive statistics for school environment measures among SMY and nonSMY. Table 3 presents results of logistic regressions exploring differences in students' perceptions and experiences related to school safety, bullying, and homophobic remarks.

### Male and Female Sexual Minority Youth

**School safety.**—Male and female SMY did not differ significantly in their reports of feeling safe at school, however, male SMY were more likely than female SMY to report avoiding spaces at school because they felt uncomfortable or unsafe ( $OR = 1.38$ ,  $P=.02$ ). When asked about spaces at school they avoided because they felt uncomfortable or unsafe, there were significant differences for male and female SMY for three spaces. Male SMY were more likely than female SMY to report avoiding locker rooms ( $OR = 1.88$ ,  $P=.01$ ), school athletic fields or facilities ( $OR = 2.04$ ,  $P=.02$ ), and physical education or gym class ( $OR = 1.88$ ,  $P=.03$ ). Male SMY were also more likely than female SMY to report having missed at least 1 day of school because they felt unsafe at school or unsafe on their way to or from school ( $OR = 1.66$ ,  $P=.03$ ) (see Table 4).

**Bullying experiences.**—Among SMY, sex did not significantly predict being bullied at school or having been harassed or bullied on school property in the past 3 months, however, it did significantly predict two reasons students thought they were harassed or bullied. Specifically, male SMY were more likely than female SMY to report their sexual orientation or what others think about their sexual orientation ( $OR = 2.29$ ,  $P<.01$ ) and how they expressed their gender ( $OR = 2.39$ ,  $P<.01$ ) as reasons they thought they were bullied in the past 3 months (see Table 4).

**Homophobic remarks.**—Although sex was not a significant predictor among SMY of hearing homophobic remarks from other students, male SMY were more likely to report hearing homophobic remarks from teachers or other school staff in comparison to female

SMY (OR = 2.00,  $P=.01$ ). Male SMY were also more likely to report that a staff person always or most of the time intervenes when homophobic remarks are made by students (OR = 1.45,  $P=.02$ ) (see Table 4).

## Discussion

Consistent with previous studies and reports, our findings support the idea that SMY report more negative perceptions and experiences related to school safety, bullying, and homophobic remarks compared to nonSMY. Findings suggest that SMY are more likely to feel unsafe and more likely to be bullied at school when compared to nonSMY. SMY are also more likely to hear homophobic remarks from students, teachers, and other school staff. These findings are concerning given the association between a negative school environment and greater health and safety risks among SMY (Ethier, Harper, & Dittus, 2017), which highlights the importance of creating a safe and supportive environment for all students, but especially SMY.

This study's findings related to differences between male and female SMY in measures related to the school environment—specifically, perceptions and experiences related to safety, bullying, and homophobic remarks—revealed that when significant differences did exist, male SMY usually were more likely than female SMY to report negative perceptions and experiences. For example, male SMY were more likely than female SMY to have missed school in the past 30 days due to feeling unsafe. In addition, male SMY were more likely than female SMY to report avoiding spaces at school due to safety concerns. Although this is consistent with previous research showing students are more likely to avoid areas of the school considered hotspots for bullying (Arseneault, Bowes, & Shakoor, 2010; Grant, 2001), our data cannot explain why this might occur more among male SMY than female. However, the findings do highlight three specific areas—locker rooms, athletic fields/facilities, and physical education/gym class—that male SMY avoided more than female SMY, which may indicate a particular concern related to athletics or physical activity that may be more pronounced for male SMY than female SMY.

Although there were no significant differences in the number of male and female SMY who reported hearing homophobic remarks from students, male SMY were more likely than female SMY to report hearing homophobic remarks from teachers or school staff. SMY experience persistent patterns of bullying, isolation and exclusion which can make these students feel unwelcomed and unsafe at school (Almeida, Johnson, Corliss, Molnar, & Azrael, 2009; Berlan, Corliss, Field, Goodman, & Austin, 2010). Results from the National School Climate Survey indicate that teachers are sometimes the perpetrators in these incidents (Kosciw et al., 2016). Our study does not describe what type of homophobic remarks students experienced (i.e., whether they were blatant or more subtle). However, other research shows that sexual and gender-related microaggressions, brief and often commonplace actions or comments that—either intentionally or unintentionally—subtly express prejudice toward marginalized groups, can be indications of climate and contribute to settings that can lead to bullying (Nadal et al., 2011). Although schools can work to address these types of comments and actions for both male and female SMY, our study shows that males may be experiencing more prejudiced remarks from school staff, and this



warrants further attention. Future studies, particularly qualitative studies, could better explore reasons for these sex differences. However, regardless of why such differences exist, these findings highlight a need to help SMY be and feel safe at school, which likely requires providing staff with professional development and cultural competency training to ensure respectful treatment of all students by all staff.

Few studies have examined the reasons why SMY believe they are bullied or harassed (Kosciw, 2016; Vargas et al., 2008). The current study found that male SMY were more likely than female SMY to report their sexual orientation and gender expression as reasons why they were bullied in the past 3 months. This provides evidence of sex differences in experiences or perceptions, and we speculate this difference could be related to (1) cultural norms that may result in males receiving harsher treatment than females for stepping outside of traditional gender roles (Chonody, Woodford, Brennan, Newman, & Bernie, 2014; Monto & Supinski, 2014), (2) intersections of gender and specific identities (gay, lesbian, bisexual) which may have variations in levels of related stigma, and/or (3) differences in the percentages of all males and females in this study who were classified as SMY. Regardless of the reason for this finding, it does extend previous research on the association between bullying and perceptions of sexual minority status (Swearer, Turner, & Givens, 2008), by providing evidence that perceived or actual sexual orientation and gender expression may contribute to victimization among SMY.

### Study Limitations

This study's findings should be interpreted in the context of several limitations. First, the study uses self-reported data, which may be influenced by social desirability bias. Second, recall bias could be a limitation given that the questionnaire asked students to recall certain experiences retrospectively. Lastly, data were collected from students in only a subgroup of schools within a single school district, which limits generalizability. Despite these limitations, this study provides valuable insight into differences between male and female SMY in perceptions and experiences related to the school environment.

### Implications for School Nursing and School Health Services

Collectively, these findings have notable implications for school nurses and school health services. Our study found that SMY, specifically male SMY, are at increased risk for negative perceptions and experiences related to the school environment; these in turn, can impact students' physical safety and mental health (Birkett, Espelage, & Koenig, 2009; Burton, Marshal, Chisolm, Sucato, & Friedman, 2013). School nurses have the ability to foster trusting relationships with students, which may result in students being more open with school nurses about bullying experiences, safety concerns, and mental health issues. This allows for identification of unmet health needs (e.g., depression or other mental health concerns). In collaboration with youth-serving organizations, school nurses can help facilitate access to needed health services. Nurses may also serve as a school-based advocate for students impacted by bullying or safety concerns and work to improve school climate for SMY youth.

The National Association of School Nurses asserts that school nurses are well-positioned to advance school climate by promoting the prevention of school violence (Tuck, Cagginello, & Rose, 2013). National school health models call for increased communication and partnerships among professionals within schools, highlighting the important role that school nurses can play in improving the school environment for students (King, 2014; Kub & Feldman, 2015; Pigozi & Bartoli, 2016). Using their comprehensive education and skills, school nurses can educate school administrators, teachers, other school staff and parents about the risk factors and characteristics of a negative school environment and the long-term effects that victimization can have on the well-being of SMY (Almeida, Johnson, Corliss, Molnar, & Azrael 2009; Burton, Marshal, Chisolm, Sucato, & Friedman, 2013; Loftus, 2013).

Creating a safe and supportive environment for students could help mitigate the effects of bullying and enhance the feelings of safety among SMY. Given the association between bullying and mental health outcomes, understanding sex differences in school experiences among SMY is imperative and can assist school nurses in designing and implementing targeted interventions for SMY. As has been suggested by Loftus (2013), conducting additional research that examines differences—including cultural differences—in bullying experiences could allow school nurses to sharpen their intervention and prevention strategies in an effort to end bullying and improve school climate for all students.

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**Table 1.**

Descriptive Statistics for Characteristics of Sexual Minority Youth (SMY) and Non-SMY

Variable Name	Response Option	Female SMY		Male SMY		Total SMY		Non-SMY	
		N <sup>a</sup>	%	N	%	N	%	N	%
Age	12 years or younger	5	0.5	7	2.1	12	0.9	12	0.1
	13 years old	2	0.2	0	0.0	2	0.1	24	0.3
	14 years old	148	14.4	32	9.6	180	13.2	1259	15.3
	15 years old	260	25.2	91	27.4	351	25.8	2142	26.0
	16 years old	281	27.3	94	28.3	375	27.5	2229	27.0
	17 years old	239	23.2	75	22.6	314	23.0	1805	21.9
	18 years old or older	96	9.3	33	9.9	129	9.5	770	9.3
Grade	9th grade	245	23.9	75	22.6	320	23.5	2279	27.7
	10th grade	294	28.6	100	30.1	394	29.0	2358	28.6
	11th grade	266	25.9	92	27.7	358	26.3	2056	25.0
	12th grade	216	21.0	63	19.0	279	20.5	1538	18.7
	Ungraded or other grade	6	0.6	2	0.6	8	0.6	3	0.0
Race/Ethnicity	Hispanic	451	43.7	146	44.0	597	43.8	3408	41.3
	Black (not Hispanic)	337	32.7	77	23.2	414	30.4	2889	35.0
	White (not Hispanic)	157	15.2	70	21.1	227	16.6	1217	14.7
	Other	87	8.4	39	11.7	126	9.2	741	9.0
Indicator of Sexual Attraction	Opposite sex	83	8.1	52	15.8	135	9.9	8203	100.0
	Same sex	186	18.1	139	42.1	325	23.9	0	0.0
	Both	759	73.8	139	42.1	898	66.1	0	0.0
Sex of Sexual Partner Indicator <sup>b</sup>	Opposite sex	190	37.8	44	28.0	234	35.5	2776	100.0
	Same sex	118	23.5	64	40.8	182	27.6	0	0.0
	Both	194	38.6	49	31.2	243	36.9	0	0.0
Which of the following best describes you?	Heterosexual (straight)	125	12.2	66	20.2	191	14.1	7906	96.6
	Gay or Lesbian	139	13.6	101	31.0	240	17.8	0	0.0
	Bisexual	682	66.6	131	40.2	813	60.2	0	0.0
	I don't know	78	7.6	28	8.6	106	7.9	279	3.4

<sup>a</sup>Nfemale smy=1032, Nmale smy=332. Nsmy=1364, Nnon-smy=8255. Individual item totals may differ slightly due to missing responses in the data.

<sup>b</sup>Sample was limited to sexually active students.

**Table 2.**

Descriptive Statistics for School Environment Outcomes for SMY and non-SMY

Variable Name	Response Option	Female SMY		Male SMY		Total SMY		Non-SMY	
		N <sup>a</sup>	%	N	%	N	%	N	%
Do you feel safe at your school?	No	279	27.3	110	33.5	389	28.8	1406	17.2
	Yes	742	72.7	218	66.5	960	71.2	6745	82.8
Do you avoid spaces at school because you feel uncomfortable or unsafe in the space?	No	626	70.7	192	63.8	818	69.0	6033	85.4
	Yes	259	29.3	109	36.2	368	31.0	1035	14.6
Which of the following spaces at school do you avoid because you feel uncomfortable or unsafe in the space <sup>b</sup> ?									
Cafeteria or lunch room	Selected	85	32.8	27	24.8	112	30.4	267	25.8
Locker rooms	Selected	69	26.6	42	38.5	111	30.2	198	19.1
Hallways/stairways	Selected	73	28.2	29	26.6	102	27.7	276	26.7
School athletic fields or facilities	Selected	33	12.7	24	22.0	57	15.5	113	10.9
School buses	Selected	30	11.6	18	16.5	48	13.0	147	14.2
Physical Education (PE) or gym class	Selected	43	16.6	30	27.5	73	19.8	117	11.3
School grounds, excluding athletic fields	Selected	39	15.1	23	21.1	62	16.8	153	14.8
Another space not listed above	Selected	71	27.4	32	29.4	103	28.0	310	30.0
I don't avoid anywhere at school	Selected	32	12.4	13	11.9	45	12.2	128	12.4
During the past 30 days, on how many days did you not go to school because you felt unsafe at school or unsafe on your way to or from school?	0 days	582	86.6	145	79.2	727	85.0	4320	93.1
	At least 1 day	90	13.4	38	20.8	128	15.0	320	6.9
How many students do you hear make homophobic remarks?	A few or none of students	446	43.5	133	40.5	579	42.8	4317	52.8
	Most or some of students	579	56.5	195	59.5	774	57.2	3854	47.2
When homophobic remarks are made and a teacher or other school staff person is present, how often does the teacher or staff person intervene or do something about it?	Never or some of the time	608	72.0	174	63.7	782	70.0	3807	63.4
	Always or most of the time	236	28.0	99	36.3	335	30.0	2194	36.6
How often do you hear homophobic remarks from teachers or school staff?	Never or some of the time	960	94.8	300	90.6	1260	93.8	7742	96.0
	Always or most of the time	53	5.2	31	9.4	84	6.3	324	4.0
Do students at school bully you?	Never	777	75.7	230	69.7	1007	74.2	7085	86.2
	At least some of the time	250	24.3	100	30.3	350	25.8	1132	13.8
During the past 3 months, how many times on school property were you harassed or bullied?	0 times	733	71.6	222	67.9	955	70.7	6954	84.9
	At least 1 time	291	28.4	105	32.1	396	29.3	1241	15.1
Do you think you were harassed or bullied during the past 3 months because of any of the following reasons <sup>b</sup> ?									
Your sexual orientation or what others think about your sexual orientation	Selected	148	15.3	86	28.3	234	18.4	167	2.2
How you express your gender	Selected	116	12.0	73	24.0	189	14.9	256	3.4

<sup>a</sup>N<sub>female smy</sub>=1032, N<sub>male smy</sub>=332. N<sub>smy</sub>=1364, N<sub>non-smy</sub>=8255. Individual item totals may differ slightly due to missing responses in the data.

<sup>b</sup>Students could select all that applied.

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**Table 3.**

Logistic Regression Models Comparing School Environment Outcomes for Sexual Minority Youth (SMY) and non-SMY

Outcome	N	Odds Ratio	P-value
<b>School Safety</b>			
Do you feel safe at your school? (1=Yes)	9,408	<b>0.53</b>	<b>&lt;.01</b>
Do you avoid spaces at school because you feel uncomfortable or unsafe in the space? (1=Yes)	8,171	<b>2.44</b>	<b>&lt;.01</b>
Which of the following spaces at school do you avoid because you feel uncomfortable or unsafe in the space?			
Cafeteria or lunch room (1=Selected)	1,389	1.16	.30
Locker rooms (1=Selected)	1,389	<b>1.96</b>	<b>&lt;.01</b>
Hallways/stairways (1=Selected)	1,389	1.03	.86
School athletic fields or facilities (1=Selected)	1,389	<b>1.50</b>	<b>.03</b>
School buses (1=Selected)	1,389	0.90	.56
Physical Education (PE) or gym class (1=Selected)	1,389	<b>1.93</b>	<b>&lt;.01</b>
School grounds, excluding athletic fields (1=Selected)	1,389	1.18	.35
Another space not listed above (1=Selected)	1,389	0.94	.68
I don't avoid anywhere at school (1=Selected)	1,389	0.93	.70
During the past 30 days on how many days did you not go to school because you felt unsafe at school or unsafe on your way to or from school? (1=At least 1 day)	5,445	<b>2.40</b>	<b>&lt;.01</b>
<b>Homophobic Remarks</b>			
How many students do you hear make homophobic remarks? (1=Most or some of students)	9,432	<b>1.61</b>	<b>&lt;.01</b>
When homophobic remarks are made and a teacher or other school staff person is present how often does the teacher or staff person intervene or do something about it? (1=Always or most of the time )	7,063	<b>0.78</b>	<b>&lt;.01</b>
How often do you hear homophobic remarks from teachers or school staff? (1=Always or most of the time)	9,320	<b>1.91</b>	<b>&lt;.01</b>
<b>Bullying Experiences</b>			
Do students at school bully you? (1=At least some of the time)	9,479	<b>2.09</b>	<b>&lt;.01</b>
During the past 3 months how many times on school property were you harassed or bullied? (1=At least 1 time)	9,452	<b>2.16</b>	<b>&lt;.01</b>
Do you think you were harassed or bullied during the past 3 months because of any of the following reasons?			
Your sexual orientation or what others think about your sexual orientation (1=Selected)	8,656	<b>12.01</b>	<b>&lt;.01</b>
How you express your gender (1=Selected)	8,656	<b>5.12</b>	<b>&lt;.01</b>

Note: All models control for student's age, sex, grade, race/ethnicity and school. Non-SMY is the reference group. N for each regression model varies, as analyses were limited to individuals with complete data for the variables in the model.



**Table 4.****Logistic Regression Models Comparing School Environment Outcomes for Male and Female Sexual Minority Youth**

<b>Outcome</b>	<b>N</b>	<b>Odds Ratio</b>	<b>P-value</b>
<b>School Safety</b>			
Do you feel safe at your school? (1=Yes)	1,339	0.77	.06
Do you avoid spaces at school because you feel uncomfortable or unsafe in the space? (1=Yes)	1,178	<b>1.38</b>	<b>.02</b>
Which of the following spaces at school do you avoid because you feel uncomfortable or unsafe in the space?			
Cafeteria or lunch room (1=Selected)	365	0.73	.24
Locker rooms (1=Selected)	365	<b>1.88</b>	<b>.01</b>
Hallways/stairways (1=Selected)	365	0.96	.88
School athletic fields or facilities (1=Selected)	365	<b>2.04</b>	<b>.02</b>
School buses (1=Selected)	365	1.51	.24
Physical Education (PE) or gym class (1=Selected)	365	<b>1.88</b>	<b>.03</b>
School grounds, excluding athletic fields (1=Selected)	365	1.56	.16
Another space not listed above (1=Selected)	365	1.06	.83
I don't avoid anywhere at school (1=Selected)	365	0.90	.79
During the past 30 days on how many days did you not go to school because you felt unsafe at school or unsafe on your way to or from school? (1=At least 1 day)	850	<b>1.66</b>	<b>.03</b>
<b>Homophobic Remarks</b>			
How many students do you hear make homophobic remarks? (1=Most or some of students)	1,343	1.10	.45
When homophobic remarks are made and a teacher or other school staff person is present how often does the teacher or staff person intervene or do something about it? (1=Always or most of the time)	1,109	<b>1.45</b>	<b>.02</b>
How often do you hear homophobic remarks from teachers or school staff? (1=Always or most of the time)	1,334	<b>2.00</b>	<b>.01</b>
<b>Bullying Experiences</b>			
Do students at school bully you? (1=At least some of the time)	1,347	1.30	.07
During the past 3 months how many times on school property were you harassed or bullied? (1=At least 1 time)	1,341	1.18	.23
Do you think you were harassed or bullied during the past 3 months because of any of the following reasons?			
Your sexual orientation or what others think about your sexual orientation (1=Selected)	1,260	<b>2.29</b>	<b>&lt;.01</b>
How you express your gender (1=Selected)	1,260	<b>2.39</b>	<b>&lt;.01</b>

Note: All models control for student's age, grade, race/ethnicity, and school. Female SMY is the reference group. N for each regression model varies, as analyses were limited to SMY with complete data for the variables in the model.