

2024-2025
School Boredom Report

Wheatland

What are School Boredom Profiles?

Student experiences with boredom can be categorized into distinct profiles. These profiles provide important information that can be used by school staff to address students’ academic, social, and emotional needs.

The California Healthy Kids Survey (CHKS) includes two questions that ask how often students feel bored at school and how much they value their education. Combined, these two survey questions are used to identify School Boredom Profiles.^{1,2,3}

Student responses to the boredom and school-value questions are grouped into low, moderate, and high ranges, as shown in the chart below.

| | | | | School Boredom | | | | | | | | |
|-----------------|--------------------------------------|----------------|--|---|---|--|--|---|--|--|---|---|
| | | | | School is really boring | | | | | | | | |
| | | | | Low Boredom | | | Moderate Boredom | | | High Boredom | | |
| | | | | 0 Disagree | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Value of School | School is worthless, a waste of time | High Value | 0 Disagree | 1 Optimal | | | 2 | | | 3 | | |
| | | | 1 | High Value–Low Boredom | | | High Value–Moderate Boredom | | | High Value–High Boredom | | |
| | | | 2 | Students did not think school was boring and valued school highly | | | Students valued school highly with moderate-level school boredom | | | Students indicated school was very boring, yet they valued it highly | | |
| | | 3 | | | | | | | | | | |
| | | Moderate Value | 4 | 4 | | | 5 | | | 6 | | |
| | | | 5 | Moderate Value–Low Boredom | | | Moderate Value–Moderate Boredom | | | Moderate Value–High Boredom | | |
| | 6 | | | | | Students with moderate-level school boredom and school value | | | Students indicated school was very boring, and valued it at a moderate level | | | |
| | Low Value | 7 | | | | | | | Suboptimal | | | |
| | | 8 | 7 | | | 8 | | | 9 | | | |
| | | 9 | Low Value–Low Boredom | | | Low Value–Moderate Boredom | | | Low Value–High Boredom | | | |
| | | 10 Agree | Only a low percentage of students’ responses place them in groups 4, 7, and 8. | | | | | | Students indicated school was very boring, and valued it at a very low level | | | |

1 Furlong, M. J., Smith, D. C., Springer, T., & Dowdy, E. (2021). Bored with school! Bored with life? Well-being characteristics associated with a school boredom mindset. *Journal of Positive School Psychology, 5*(1), 42–64.
<https://www.covitalityucsb.info/ewExternalFiles/10.%20Furlong%20et%20al%20Boredom-JPSP..pdf>

2 Branstetter, R. (2021). What do kids mean when they say they’re bored at school? *Greater Good Magazine*.
https://greatergood.berkeley.edu/article/item/what_do_kids_mean_when_they_say_theyre_bored_at_school

3 See D. Michael Furlong’s RISE 360 School Boredom Resource to learn more about school boredom and how these two items are combined to identify School Boredom Mindset Profiles
https://rise.articulate.com/share/evs7SLqtz3xvWkgVnQjW6YNu1vFyRm6_#/

What does School Boredom Profiles data tell us?

Secondary students commonly experience boredom, but its meaning and effects vary from student to student. Student boredom can be associated with specific subjects and academic tasks or a pervasive response to school activities. Frequent boredom is related to poor educational and mental health outcomes.

Students with high levels of boredom and low school value, a suboptimal profile, report substantially poorer well-being than students with low boredom combined with elevated school value, an optimal profile. Moreover, students with high boredom and high school value may be experiencing episodic or task-specific boredom. These students need different kinds of support than students who exhibit the suboptimal pattern (see footnotes 1, 2, and 3 on page 1).

This report includes the percentage of students who fall into each of these categories. This information helps district and school staff track how students are experiencing boredom so that they can tailor the support to meet students' specific needs.

What is Included in the Report?

The CHKS School Boredom Report presents the percentages of students categorized into six of the nine School Boredom Profiles groups, broken down by grade level. The report does not include data on three specific groups: those with moderate school value and low boredom, those with low school value and low boredom, and those with low school value and moderate boredom. These groups are omitted because there are very few students who fall into these three categories.

District School Boredom Profiles (Grade 7)—2024-2025

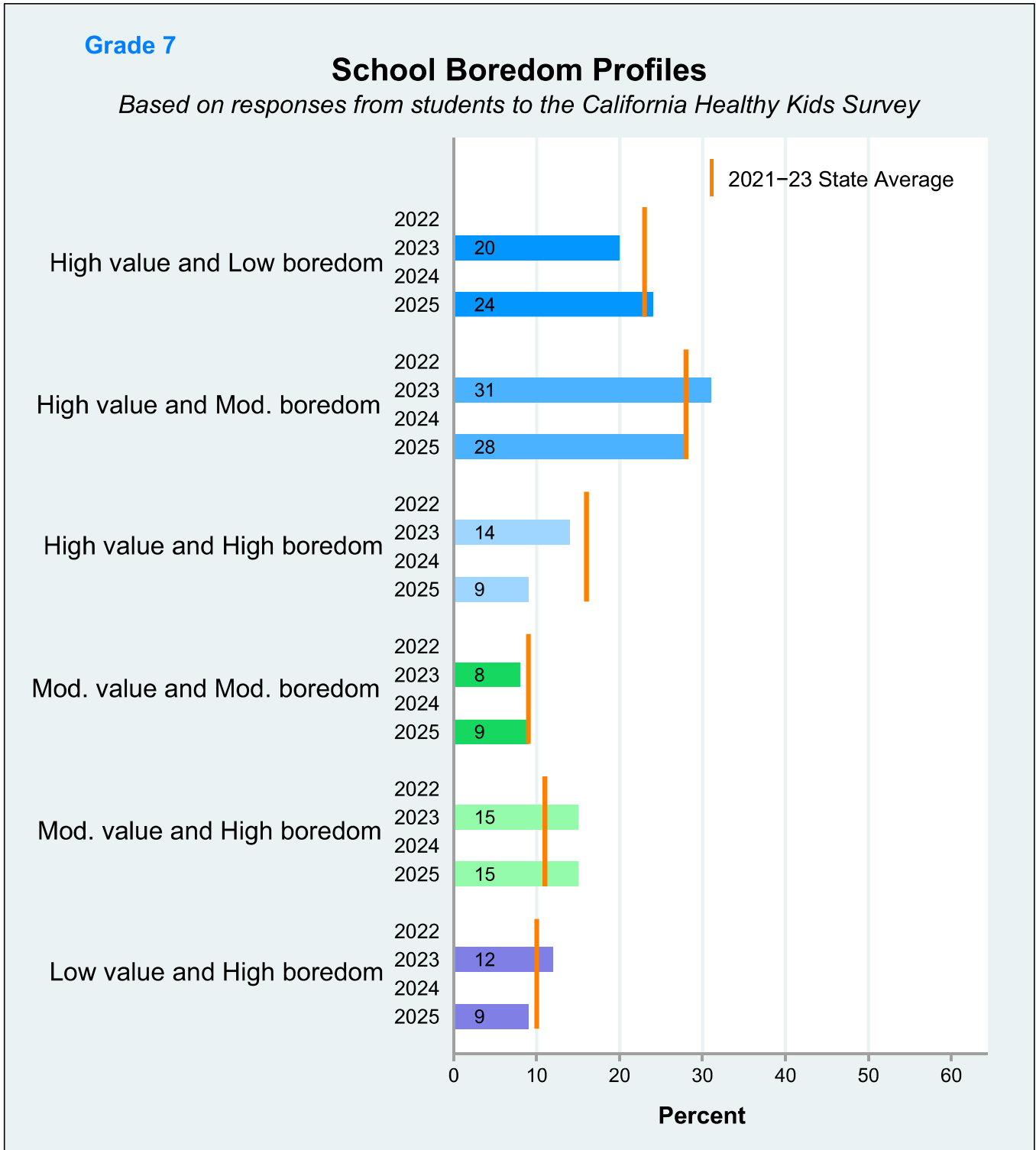
District: Wheatland

Date Prepared: 23 May 2025

No. of Schools/Eligible: 1/1 (2023), 1/1 (2025)

Number of Responses: 59 (2023), 75 (2025)

Response Rate: 51% (2023), 56% (2025)



District School Boredom Profiles—2024-2025

District: Wheatland

Date Prepared: 23 May 2025

Trends in School Boredom Profiles by Grade

| | 2022 (%) | 2023 (%) | 2024 (%) | 2025 (%) |
|---|----------|----------|----------|----------|
| Grade 7 | | | | |
| High value and Low boredom (Optimal) | — | 20 | — | 24 |
| High value and Moderate boredom | — | 31 | — | 28 |
| High value and High boredom | — | 14 | — | 9 |
| Moderate value and Moderate boredom | — | 8 | — | 9 |
| Moderate value and High boredom | — | 15 | — | 15 |
| Low value and High boredom (Suboptimal) | — | 12 | — | 9 |

Note: An em dash (—) is displayed if there are no data or insufficient responses.

How are School Boredom Profiles measured?

The survey questions used to create the School Boredom Profile indicators are listed below.

(1) School Boredom (1 item)

- o How strongly do you agree or disagree with the following statements?... School is really boring.

(2) Value of School (1 item)

- o How strongly do you agree or disagree with the following statements?... School is worthless and a waste of time.

Results are based on responses from students in grades 7, 9, and 11 and those attending non-traditional (Non-Trad.) schools on the California Healthy Kids Survey. Non-traditional schools include Adult Education Centers, Continuation High Schools, County Community, District Community Day Schools, Juvenile Court Schools, Opportunity Schools, and Special Education Schools.

Results are not included if less than 50% of students or less than 15 respondents per grade provided data at the school or district.

State Averages

State averages are based on responses from students in grades 7, 9, or 11, or respondents attending continuation high schools who provided data on the Biennial State California Healthy Kids Survey during the 2021-2022 and 2022-2023 school years.

2021-23 State Averages of School Boredom Profiles

| Indicator | Grade 7 (%) | Grade 9 (%) | Grade 11 (%) | Non-Trad. (%) |
|---|-------------|-------------|--------------|---------------|
| High value and Low boredom (Optimal) | 23 | 15 | 14 | 16 |
| High value and Moderate boredom | 28 | 27 | 26 | 27 |
| High value and High boredom | 16 | 16 | 17 | 14 |
| Moderate value and Moderate boredom | 9 | 11 | 11 | 13 |
| Moderate value and High boredom | 11 | 15 | 16 | 15 |
| Low value and High boredom (Suboptimal) | 10 | 11 | 13 | 11 |

Further information about the school boredom profile groups can be obtained by contacting Cindy Zheng at czheng@wested.org. For additional resources about school boredom, see calschls.org/resources/california-student-mental-health-and-wellness-project/#the_importance_of_school_boredom