

A ı.)' J 4 4 ÷ * 9 **C84F8** 9 J 4 4 ,' F84 +(÷ , (+(F84 ÷ ÷ +% ++ () F84 +) , (÷ , % +, F84 +) ++ +(+((, 5 F)' *) *% *+ +, *% * F)* *+ * 9 F * *% F +, +(÷ *+ *+ F *) 7 ÷ ÷ • F ** $+^{1}$ *' (F * *+)+ *,)* : FB4 $+^{1}$ ++ ÷ +(+(*% FB4 ÷ +) ++ ,' FB4 ,(FB4 , % , (+, +, +, E EF $+^{1}$ *% ÷ ++ , ,% • EF ++ ÷1 ,(÷ G EF * * ÷)+ ÷ *+ ** +' G E7 ÷ ÷ E7 1 ,% ++ , (+* F E7 ÷ *, ÷ .

This section of the report describes students' responses to 2016 SEL skills items based on their e gender. The table below provides the number of students who responded to the SEL skills survey f student group. Blank cells indicate fewer than 10 students.

* Due to a printing error, online responses are included when the number of responses was greater than 10. SEA = self-awareness; SM = self-management; SOA = social awareness; RS = relationship skills; RDM = response decision making.