CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY



Wildwood Elementary
Elementary
2017-2018
Main Report

California Department of EDUCATION

Health&Human Development Program AT WestEd

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Hilva Chan
California Department of Education
Coordinated School Health and Safety Office
1430 N Street
Sacramento, CA 95814
hchan@cde.ca.gov

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PREFACE

HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results for each question from this school/district's *2017–2018 California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys–*California School Staff Survey* (CSSS) for staff and the *California School Parent Survey* (CSPS)–is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Survey* (CalSCHLS) System, the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS at the elementary level.

These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments for students, staff, and parents; and ensure college and career readiness. 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 survey website (chks.wested.org), including Helpful Resources for Local Control and Accountability Plans (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf). The California Safe and Supportive Schools website (californias3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Technical Assistance Center offers a Data Workshop to help identify local needs and develop action plans to meet those needs (see below).

THE SURVEY

The California Department of Education (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 these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The elementary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules, including a Social and Emotional Health Module (SEHM), 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 outlined in Exhibit 1, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, positive development, and well-being. The primary focus of the survey is assessing student perceptions and experiences related to:

- School climate, connectedness, and learning engagement;
- Perceived school safety and frequency of, and reasons for, harassment and bullying at school;
- The level of which students experience developmentally supportive caring adult relationships, high expectations, and opportunities for meaningful participation at school, three fundamental developmental supports (protective factors) that promote positive academic outcomes;
- Supports for social-emotional learning and positive behavior; and
- Health-related and behavioral learning barriers (e.g., substance use, violence at school, physical health, mental health).

What's New? For 2017-18, the only changes to the survey are the following improvements:

- A new question on the frequency of school attendance;
- An expansion of the scale asking about opportunities for meaningful participation in the school;
- An expansion of the existing marijuana use question to refer to eating or drinking it as well as smoking; and
- A new question on attitudes toward e-cigarette use.

Supplementary Social Emotional Health Module (SEHM)

The 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 competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 35 items that capture the totality of core adolescent psychological assets.

SURVEY ADMINISTRATION AND SAMPLING

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. Student participation was voluntary, anonymous, and confidential.

- Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- The Appendix lists all the elementary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey.

THE REPORT

The survey results are reported in tables, organized by topic, that provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the

percentages of youth who responded negatively (did not engage in the behavior). Percentages are rounded off to the nearest whole number.

UNDERSTANDING AND USING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the CHKS Data Use and Dissemination Guidebook (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).

Sample Characteristics

Among the most important factors affecting the quality of survey results is the level of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70%. 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 the 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

The CHKS website contains numerous guidebooks and other tools for using and understanding survey results.

- *CHKS* ***Guidebook to Data Use and Dissemination*** provides step-by-step instructions on how to interpret survey results and effectively disseminate them (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).
- CHKS **factsheets** (chks.wested.org/using-results/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.
- ***Making Sense of School Climate*** provides a discussion of all the CalSCHLS survey items that relate to school climate (download californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf).
- ***Helpful Resources for Local Control and Accountability Plans*** (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (chks.wested.org/training-support/workshops-presentations).
- The ***School Climate Connection Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.
- CDE's **California Safe and Supportive Schools** website (CaliforniaS3.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.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous quality improvement. The following describes some followup steps you should take and some custom services (additional fees apply) available from the CalSCHLS TA Center to 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 an Action Planning Process

First and foremost, engage students, staff, parents, and community stakeholders in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the identified needs and into the development of a detailed action plan. This communicates to stakeholders that you value their input into how to improve the schools and gives them an opportunity for meaningful participation. This helps enhance pupil engagement and parent involvement, two LCAP priorities. Their input, in turn, will help in identifying school needs and developing an effective response. It will also promote higher rates of participation the next time the survey is administered, as stakeholders will see how the data has been used for positive purposes.

Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the content of the following sources of related data.

- **Staff and Parent Surveys**. The results of this student survey should be compared to those obtained from the CalSCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences. If you did not administer these companion surveys, consider doing so next time.
- **Elementary School Results**. The elementary results should also be compared to the middle and high school results to determine how student strengths and needs develop with age. In particular, results from middle school can help guide engagement, prevention, and health promotion efforts for elementary students that might mitigate future problems when they transition into middle school. Vice versa, making middle schools aware of the results from elementary schools may help them better prepare for future challenges they may face.
- **Other Data**. CHKS results will also be enriched if analyzed in the context of other data typically collected by schools that relate to the variables assessed. For example, are the data self-reported by students consistent with what you know from discipline referrals, school vandalism costs, and behavioral observations in classrooms.

Data Workshop

To assist in your review of the survey results, you can request the CalSCHLS TA 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 TA Center (call 888.841.7536) or email schoolclimate@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 (additional fees apply) are available through the CalSCHLS TA Center 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

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies).

Disaggregated Report

The staff of the Regional TA Centers can produce reports that show how results vary by subgroups. For example, what are the characteristics of youth who are low in perceived safety, school connectedness, or academic motivation compared those who are high? This is particularly important given the LCAP requirements to address these needs. This helps in understanding the meaning of the results and developing interventions that target groups most in need.

Analyze Dataset

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). 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 from the CalSCHLS TA Center as a custom service.

Add Questions to Your Next Surveys

Determine what additional information is needed to guide school improvement efforts and add questions to your next CHKS, staff, or parent survey. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

Exhibit 1

Major School-related Domains and Constructs Assessed by CalSCHLS in Elementary Schools

	Student Core	Student Social Emotional Health	Staff Survey	Parent Survey
Student Well-Being				
Academic mindset		✓		
Academic motivation	✓		✓	✓
Academic performance	✓			
Alcohol, tobacco, and drug use	✓		✓	✓
Attendance	✓		✓	
Collaboration		✓		
Empathy		✓		
Gratitude		✓		
Optimism		✓		
Perceived safety	✓		✓	✓
Persistence		✓		
Problem solving		✓		
School connectedness	✓			
Self-efficacy		✓		
Social-emotional competencies and health		✓	✓	
Violence and victimization (bullying)	✓		✓	✓
Zest		✓		
School Climate				
Academic rigor and norms			✓	✓
High expectations	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Parent involvement	✓		✓	✓
Quality of 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	✓		✓	✓
Conflict resolution	✓		✓	
Discipline and order (policies, enforcement)	✓		✓	✓
Services and policies to address student needs			✓	
Social-emotional/behavioral supports	✓		✓	✓
Staff supports			✓	

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at chks.wested.org.

Gregory Austin, Ph.D.
Thomas Hanson, Ph.D.
CalSCHLS Co-Directors, WestEd

Tom Herman
Administrator, Coordinated School Health and Safety Office
California Department of Education

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Cal-Well Module	
C. District After-School Module (DASM)	
D. Gang Risk Awareness Module (GRAM)	
E. Military Connected School Module	
F. Social Emotional Health Module	
G. Supplemental Health Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1
Student Sample Characteristics

	Grade 5
Student Sample Size	
Target sample	50
Final number	43
Response Rate	86%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Table
School Engagement and Supports		
School connectedness†	49	A4.4
Academic motivation†	59	A4.4
Caring adult relationships†	50	A4.3
High expectations†	50	A4.3
Meaningful participation†	13	A4.3
School Safety		
Feel safe at school‡	95	A7.1
Been hit or pushed	30	A7.2
Mean rumors spread about you	44	A7.2
Been called bad names or mean jokes made about you	40	A7.2
Saw a weapon at school§	0	A7.4
Disciplinary Environment		
Students well-behaved‡	74	A6.2
Students treated fairly when break school rules‡	77	A6.1
Students treated with respect‡	95	A6.1
Lifetime Substance Use		
Alcohol or drug use	47	A9.1
Cigarette smoking	0	A10.1
E-cigarette	0	A10.1

Notes: Cells are empty if there are less than 10 respondents. See notes to Tables 4.3 and 4.4 for descriptions of how high levels of School Engagement and Supports are defined.

†*Average percent of respondents reporting "Yes, all of the time."*

‡*Combines "Most of the time" and "All of the time."*

§*Past 12 months.*

3. Demographics

Table A3.1

Gender of Sample

	Grade 5 %
Female	56
Male	44

Question ES A.2: Are you female or male?
Note: Cells are empty if there are less than 10 respondents.

Table A3.2

Number of Days Attending After School Program

	Grade 5 %
0 days	42
1 day	21
2 days	9
3 days	7
4 days	12
5 days	9

Question ES A.6: How many days a week do you usually go to your school's after school program?
Note: Cells are empty if there are less than 10 respondents.

4. School Performance, Supports, and Engagements

Table A4.1

Perceived School Performance

	Grade 5 %
One of the best students	23
Better than most students	40
About the same as others	33
Don't do as well as most others	5

Question ES A.21: How well do you do in your schoolwork?
Note: Cells are empty if there are less than 10 respondents.

Table A4.2

Truancy, Past 30 Days

	Grade 5 %
I did not miss any days of school	60
1 day	19
2 days	14
3 or more days	7

Question ES A.4: In the past 30 days, how often did you miss an entire day of school for any reason?
Note: Cells are empty if there are less than 10 respondents.

Table A4.3

School Environment Scales

	Grade 5 %	Table
Total school supports		
Average Reporting "Yes, all of the time"	38	
High	63	
Moderate	34	
Low	2	
Caring adults in school		
Average Reporting "Yes, all of the time"	50	A4.5
High	67	
Moderate	33	
Low	0	
High expectations-adults in school		
Average Reporting "Yes, all of the time"	50	A4.6
High	66	
Moderate	32	
Low	2	
Meaningful participation at school		
Average Reporting "Yes, all of the time"	13	A4.7
High	5	
Moderate	84	
Low	12	

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.

Respondents were categorized as being High, Moderate, and Low based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from "No, never" (1), "Yes, some of the time" (2), "Yes, most of the time" (3) and "Yes, all of the time" (4). Students were classified as "High" if their average question response was greater than 3; "Moderate" if their average question response was greater than or equal to 2 and less than or equal to 3; and "Low" if their average question response was less than 2.

Table A4.4

School Connectedness and Academic Motivation Scales

	Grade 5 %	Table
School Connectedness		
Average Reporting "Yes, all of the time"	49	A4.8
High	74	
Moderate	26	
Low	0	
Academic Motivation		
Average Reporting "Yes, all of the time"	59	A4.9
High	52	
Moderate	43	
Low	5	

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.

Respondents were categorized as being High, Moderate, and Low based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from "No, never" (1), "Yes, some of the time" (2), "Yes, most of the time" (3) and "Yes, all of the time" (4). The following thresholds were used to classify question averages into "High", "Moderate," and "Low" categories:

School Connectedness (High: >3; Moderate: $\geq$ 2 and $\leq$ 3; Low: $<$ 2).

Academic Motivation (High: $>$ 3.5; Moderate: $\geq$ 3 and $\leq$ 3.5; Low: $<$ 3).

Table A4.5
Caring Relationships Scale Questions

	Grade 5 %
Caring adults in school	
Average Reporting "Yes, all of the time"	50
Do the teachers and other grown-ups at school...	
care about you?	
No, never	0
Yes, some of the time	7
Yes, most of the time	21
Yes, all of the time	72
listen when you have something to say?	
No, never	0
Yes, some of the time	19
Yes, most of the time	53
Yes, all of the time	28

Question ES A.14, 22: Do the teachers and other grown-ups at school care about you?... Do the teachers and other grown-ups at school listen when you have something to say?
Note: Cells are empty if there are less than 10 respondents.

Table A4.6
High Expectations Scale Questions

	Grade 5 %
High expectations-adults in school	
Average Reporting "Yes, all of the time"	50
Do the teachers and other grown-ups at school...	
tell you when you do a good job?	
No, never	2
Yes, some of the time	7
Yes, most of the time	47
Yes, all of the time	44
believe that you can do a good job?	
No, never	0
Yes, some of the time	15
Yes, most of the time	27
Yes, all of the time	59

Question ES A.15, 23: Do the teachers and other grown-ups at school tell you when you do a good job?... Do the teachers and other grown-ups at school believe that you can do a good job?
Note: Cells are empty if there are less than 10 respondents.

Table A4.7
Meaningful Participation Scale Questions

	Grade 5 %
Opportunities for Meaningful Participation	
Average Reporting "Yes, all of the time"	13
Are you given a chance to help decide school activities or rules?	
No, never	19
Yes, some of the time	57
Yes, most of the time	21
Yes, all of the time	2
Are you given a chance to help decide class activities or rules?	
No, never	7
Yes, some of the time	65
Yes, most of the time	23
Yes, all of the time	5
Do you do things to be helpful at school?	
No, never	2
Yes, some of the time	12
Yes, most of the time	53
Yes, all of the time	33

Question ES A.13, 19, 24: Are you given a chance to help decide school activities or rules?... Are you given a chance to help decide class activities or rules?... Do you do things to be helpful at school?
Note: Cells are empty if there are less than 10 respondents.

Table A4.8
School Connectedness Scale Questions

	Grade 5 %
School Connectedness	
Average Reporting "Yes, all of the time"	49
Do you feel close to people at school?	
No, never	2
Yes, some of the time	21
Yes, most of the time	55
Yes, all of the time	21
Are you happy to be at this school?	
No, never	2
Yes, some of the time	16
Yes, most of the time	35
Yes, all of the time	47
Do you feel like you are part of this school?	
No, never	0
Yes, some of the time	16
Yes, most of the time	33
Yes, all of the time	51
Do teachers treat students fairly at school?	
No, never	0
Yes, some of the time	5
Yes, most of the time	40
Yes, all of the time	56
Do you feel safe at school?	
No, never	0
Yes, some of the time	5
Yes, most of the time	26
Yes, all of the time	70

Question ES A.7-9, 12, 56: Do you feel close to people at school?... Are you happy to be at this school?... Do you feel like you are part of this school?... Do teachers treat students fairly at school?... Do you feel safe at school?
Note: Cells are empty if there are less than 10 respondents.

Table A4.9

Academic Motivation Scale Questions

	Grade 5 %
Academic Motivation	
Average Reporting "Yes, all of the time"	59
Do you finish all your class assignments?	
No, never	0
Yes, some of the time	0
Yes, most of the time	36
Yes, all of the time	64
When you get a bad grade, do you try even harder the next time?	
No, never	0
Yes, some of the time	0
Yes, most of the time	25
Yes, all of the time	75
Do you keep working and working on your schoolwork until you get it right?	
No, never	2
Yes, some of the time	7
Yes, most of the time	48
Yes, all of the time	43
Do you keep doing your classwork even when it's really hard for you?	
No, never	0
Yes, some of the time	5
Yes, most of the time	40
Yes, all of the time	55

Question ES A.39-42: Do you finish all your class assignments?... When you get a bad grade, do you try even harder the next time?... Do you keep working and working on your schoolwork until you get it right?... Do you keep doing your classwork even when it's really hard for you?

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

Table A4.10

Positive Staff-Student Relationships and Expectations

	Grade 5 %
At school, do teachers and other grown-ups...	
make an effort to get to know you?	
No, never	0
Yes, some of the time	19
Yes, most of the time	35
Yes, all of the time	47
want you to do your best?	
No, never	0
Yes, some of the time	2
Yes, most of the time	14
Yes, all of the time	83

Question ES A.25, 26: Do the teachers and other grown-ups at school make an effort to get to know you?... Do the teachers and other grown-ups at school want you to do your best?

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

Table A4.11

School Pride

	Grade 5 %
Do you feel proud to belong to your school?	
No, never	0
Yes, some of the time	12
Yes, most of the time	42
Yes, all of the time	47

Question ES A.10: Do you feel proud to belong to your school?

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

5. Supports for Learning at School

Table A5.1
Supports for Learning

	Grade 5 %
Are the students at your school motivated to learn?	
No, never	2
Yes, some of the time	19
Yes, most of the time	67
Yes, all of the time	12
Do the teachers and other grown-ups at school ask you about your ideas?	
No, never	2
Yes, some of the time	30
Yes, most of the time	42
Yes, all of the time	26
Do the teachers and other grown-ups give you a chance to solve school problems?	
No, never	5
Yes, some of the time	28
Yes, most of the time	40
Yes, all of the time	28
Do you get to do interesting activities at school?	
No, never	5
Yes, some of the time	26
Yes, most of the time	47
Yes, all of the time	23

Question ES A.11, 16-18: Are the students at your school motivated to learn?... Do the teachers and other grown-ups at school ask you about your ideas?... Do the teachers and other grown-ups give you a chance to solve school problems?... Do you get to do interesting activities at school?
Note: Cells are empty if there are less than 10 respondents.

Table A5.1

Supports for Learning - Continued

	Grade 5 %
Do your teachers ask you what you want to learn about?	
No, never	40
Yes, some of the time	40
Yes, most of the time	16
Yes, all of the time	5

Question ES A.20: Do your teachers ask you what you want to learn about?

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

Table A5.2

Supports for Social and Emotional Learning

	Grade 5 %
Does your school...	
help students resolve conflicts with one another?	
No, never	0
Yes, some of the time	2
Yes, most of the time	37
Yes, all of the time	60
teach students to understand how other students think and feel?	
No, never	2
Yes, some of the time	16
Yes, most of the time	35
Yes, all of the time	47
teach students to feel responsible for how they act?	
No, never	2
Yes, some of the time	2
Yes, most of the time	42
Yes, all of the time	53
teach students to care about each other and treat each other with respect?	
No, never	0
Yes, some of the time	7
Yes, most of the time	26
Yes, all of the time	67

Question ES A.32-35: Does your school help students resolve conflicts with one another?... Does your school teach students to understand how other students think and feel?... Does your school teach students to feel responsible for how they act?... Does your school teach students to care about each other and treat each other with respect?
Note: Cells are empty if there are less than 10 respondents.

6. Disciplinary Environment, Fairness, and Respect

Table A6.1
Clarity of Rules and Fairness

	Grade 5 %
Do students know what the rules are?	
No, never	0
Yes, some of the time	5
Yes, most of the time	50
Yes, all of the time	45
Are the school rules fair?	
No, never	2
Yes, some of the time	19
Yes, most of the time	49
Yes, all of the time	30
Are students treated fairly when they break school rules?	
No, never	2
Yes, some of the time	21
Yes, most of the time	44
Yes, all of the time	33
Do teachers and other grown-ups at school treat students with respect?	
No, never	0
Yes, some of the time	5
Yes, most of the time	47
Yes, all of the time	49

Question ES A.27-29, 31: Are the school rules fair?... Do teachers and other grown-ups at school treat students with respect?... Are students treated fairly when they break school rules?... Do students know what the rules are?
Note: Cells are empty if there are less than 10 respondents.

Table A6.2

Student Positive Behavior

	Grade 5 %
Do you follow the classroom rules?	
No, never	0
Yes, some of the time	0
Yes, most of the time	26
Yes, all of the time	74
Do you follow the playground rules at recess and lunch times?	
No, never	0
Yes, some of the time	5
Yes, most of the time	30
Yes, all of the time	65
Do you listen when your teacher is talking?	
No, never	0
Yes, some of the time	5
Yes, most of the time	49
Yes, all of the time	47
Are students at this school well behaved?	
No, never	2
Yes, some of the time	23
Yes, most of the time	72
Yes, all of the time	2
Are you nice to other students?	
No, never	0
Yes, some of the time	0
Yes, most of the time	37
Yes, all of the time	63

Question ES A.30, 43-46: Are students at this school well behaved? ... Do you follow the classroom rules?... Do you follow the playground rules at recess and lunch times?... Do you listen when your teacher is talking?... Are you nice to other students?
Notes: Cells are empty if there are less than 10 respondents.

7. School Violence, Victimization, and Safety

Table A7.1

Perceived Safety at or Outside of School

	Grade 5 %
Do you feel safe at school?	
No, never	0
Yes, some of the time	5
Yes, most of the time	26
Yes, all of the time	70
Do you feel safe on your way to and from school?	
No, never	0
Yes, some of the time	2
Yes, most of the time	37
Yes, all of the time	60

Question ES A.56, 57: Do you feel safe at school?... Do you feel safe on your way to and from school?
Note: Cells are empty if there are less than 10 respondents.

Table A7.2

Frequency of Being Harassed on School Property

	Grade 5 %
Been hit or pushed	
No, never	70
Yes, some of the time	23
Yes, most of the time	5
Yes, all of the time	2
Mean rumors spread about you	
No, never	56
Yes, some of the time	37
Yes, most of the time	5
Yes, all of the time	2
Been called bad names or mean jokes made about you	
No, never	60
Yes, some of the time	33
Yes, most of the time	5
Yes, all of the time	2

Question ES A.50, 51, 53: Do other kids hit or push you at school when they are not just playing around?... Do other kids at school spread mean rumors or lies about you?... Do other kids at school call you bad names or make mean jokes about you?

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

Table A7.3

Frequency of Harassing on School Property, Past Year

	Grade 5 %
Have hit or pushed other kids	
0 times	86
1 time	5
2 times	7
3 or more times	2
Have said mean things about other students or called them bad names	
0 times	62
1 time	24
2 times	10
3 or more times	5
Have spread mean rumors about other kids	
0 times	76
1 time	17
2 times	2
3 or more times	5

Question ES A.47-49: During the past year, how many times have you hit or pushed other kids at school when you were not playing around?... During the past year, how many times have you spread mean rumors or lies about other kids at school?... During the past year, how many times at school have you said mean things about other students or called them bad names?
Notes: Cells are empty if there are less than 10 respondents.

Table A7.4

Weapons (Gun or Knife) on School Property, Past Year

	Grade 5 %
Brought a gun or knife to school	
No	100
Yes	0
Saw another kid with a gun or knife at school	
No	100
Yes	0

Question ES A.52, 54: During the past year, did you ever bring a gun or knife to school?... During the past year, have you ever seen another kid with a gun or knife at school?
Notes: Cells are empty if there are less than 10 respondents.

Table A7.5

School Responses to Bullying

	Grade 5 %
Teachers and other grown-ups make it clear that bullying is not allowed.	
No, never	0
Yes, some of the time	7
Yes, most of the time	5
Yes, all of the time	88
If you tell a teacher that you've been bullied, the teacher will do something to help.	
No, never	2
Yes, some of the time	5
Yes, most of the time	24
Yes, all of the time	68
Students at your school try to stop bullying when they see it happening.	
No, never	5
Yes, some of the time	24
Yes, most of the time	40
Yes, all of the time	31

Question ES A.36-38: Do the teachers and other grown-ups make it clear that bullying is not allowed?... If you tell a teacher that you've been bullied, will the teacher do something to help?... Do students at your school try to stop bullying when they see it happening?
Notes: Cells are empty if there are less than 10 respondents.

Table A7.6

Frequency of Being Home Alone

	Grade 5 %
No, never	23
Yes, some of the time	58
Yes, most of the time	14
Yes, all of the time	5

Question ES A.55: Are you home alone after school?
Note: Cells are empty if there are less than 10 respondents.

8. Home Supports and Involvement in Schooling

Table A8.1
High Expectations at Home

	Grade 5 %
Does a parent or some other grown-up at home...	
believe that you can do a good job?	
No, never	0
Yes, some of the time	0
Yes, most of the time	7
Yes, all of the time	93
want you to do your best?	
No, never	0
Yes, some of the time	2
Yes, most of the time	7
Yes, all of the time	91

Question ES A.69, 70: Does a parent or some other grown-up at home believe that you can do a good job?... Does a parent or some other grown-up at home want you to do your best?
Note: Cells are empty if there are less than 10 respondents.

Table A8.2

Parent/Adult Involvement in Schoolwork

	Grade 5 %
Does a parent or some other grown-up at home...	
care about your schoolwork?	
No, never	0
Yes, some of the time	9
Yes, most of the time	5
Yes, all of the time	86
ask if you did your homework?	
No, never	5
Yes, some of the time	16
Yes, most of the time	16
Yes, all of the time	63
check your homework.	
No, never	28
Yes, some of the time	28
Yes, most of the time	21
Yes, all of the time	23
ask you about school?	
No, never	0
Yes, some of the time	12
Yes, most of the time	29
Yes, all of the time	60
ask you about your grades?	
No, never	19
Yes, some of the time	33
Yes, most of the time	28
Yes, all of the time	21

Question ES A.68, 71-74: Does a parent or some other grown-up at home care about your schoolwork?... Does a parent or some other grown-up at home ask if you did your homework?... Does a parent or some other grown-up at home check your homework?... Does a parent or some other grown-up at home ask you about school?... Does a parent or some other grown-up at home ask you about your grades?

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

9. Alcohol and Other Drug (AOD) Use

Table A9.1

Use of Alcohol or Other Drugs, Lifetime

	Grade 5 %
Alcohol, one or two sips	42
Alcohol, a full glass	5
Inhalants (to get high)	0
Marijuana	0
None of the above	53
Any of the above	47

Question ES A.61-63: Have you ever drunk beer, wine, or other alcohol?... Have you ever sniffed something through your nose to get "high?"... Have you ever used any marijuana (smoke, eat, or drink)?
Note: Cells are empty if there are less than 10 respondents.

Table A9.2

Perception of Health Risk of Alcohol and Marijuana Use

	Grade 5 %
Alcohol	
No, not bad	19
Yes, a little bad	67
Yes, very bad	14
Marijuana	
No, not bad	2
Yes, a little bad	12
Yes, very bad	81
I don't know what marijuana is	5

Question ES A.66, 67: Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?... Do you think using marijuana (smoke, eat, or drink) is bad for a person's health?
Note: Cells are empty if there are less than 10 respondents.

10. Tobacco Use

Table A10.1

Use of Cigarettes and E-Cigarettes, Lifetime

	Grade 5 %
Ever smoked a cigarette	0
Part of a cigarette, like one or two puffs	0
A whole cigarette	0
Ever used an electronic cigarette, e-cigarette, or other vaping device	0

Question ES A.59, 60: Have you ever smoked a cigarette?... Have you ever used an electronic cigarette, e-cigarette, hookah pen, or other vaping device?

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

Table A10.2

Perception of Health Risk of Cigarette and Electronic Cigarette Use

	Grade 5 %
Do you think smoking cigarettes is bad for a person's health?	
No, not bad	0
Yes, a little bad	0
Yes, very bad	100
Do you think using an electronic cigarette, e-cigarette, hookah pen, or other vaping device is bad for a person's health?	
No, not bad	0
Yes, a little bad	7
Yes, very bad	93

Question ES A.64, 65: Do you think smoking cigarettes is bad for a person's health?... Do you think using an electronic cigarette, e-cigarette, hookah pen, or other vaping device is bad for a person's health?.

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

11. Physical Health

Table A11.1

Breakfast Consumption

	Grade 5 %
No	5
Yes	95

Question ES A.5: Did you eat breakfast this morning?
Note: Cells are empty if there are less than 10 respondents.

Table A11.2

Body Image

	Grade 5 %
Ever been teased about your body at school	
No	77
Yes	23

Question ES A.58: Have other kids at school ever teased you about what your body looks like?
Note: Cells are empty if there are less than 10 respondents.

12. Gender Breakdowns

Table A12.1

School Developmental Supports, Connectedness, and Academic Motivation by Gender

	Grade 5	
	Female %	Male %
School Environment		
Total school supports†	37	38
Caring adults in school†	46	55
High expectations-adults in school†	50	50
Meaningful participation at school†	17	9
School Connectedness†	50	48
Academic Motivation†	67	50

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

†*Average percent of respondents reporting "Yes, all of the time."*

Table A12.2

Student Positive Behavior by Gender

	Grade 5	
	Female %	Male %
Follow classroom rules[A]	100	100
Listen when teacher is talking[A]	100	89
Nice to other students[A]	100	100

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

[A]*Combines "Most of the time" and "All of the time."*

Table A12.3

School Safety-Related Indicators by Gender

	Grade 5	
	Female %	Male %
Been Harassed on School Property[B]		
Been hit or pushed	25	37
Mean rumors spread about you	38	53
Been called bad names/mean jokes made about you	33	47
Feels safe at school most/all of the time	92	100

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

[B]*Combines "Some of the time," "Most of the time," and "All of the time."*

Table A12.4

Selected Alcohol and Drug Use Measures by Gender

	Grade 5	
	Female %	Male %
Lifetime AOD Use		
Alcohol, one or two sips	38	47
Alcohol, a full glass	0	11
Inhalants (to get high)	0	0
Marijuana	0	0
Any of the above	38	58
Perceived Health Risk[C]		
Alcohol	88	74
Marijuana[D]	100	94

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

[C]*Combines "A little bad" and "Very bad."*

[D]*Students who responded that they didn't know what marijuana was were excluded from calculation.*

Table A12.5

Selected Tobacco Measures by Gender

	Grade 5	
	Female %	Male %
Ever smoked a cigarette	0	0
Part of a cigarette, like one or two puffs	0	0
A whole cigarette	0	0
Electronic cigarette, e-cigarette, or other vaping device	0	0
Perceived health risk of cigarette smoking[C]	100	100
Perceived health risk of electronic cigarette use[C]	100	100

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

[C]Combines "A little bad" and "Very bad."