CALIFORNIA
cal-schls
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Fowler Unified
Elementary
2014-2015
Main Report

Health&Human Development Program AT WestEd

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

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PREFACE

NEW THIS YEAR

The list of content sections and table names at the beginning of the digital report have been hyperlinked to the tables. Click on the title of a content section or a table 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 *2014–15 California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

To help in understanding and interpreting these results, the *CHKS Guidebook* to survey content discusses the significance of each question.[1] Several other tools to help in data use are also available, as described below. For additional information and resources, visit the survey website: chks.wested.org.

The CHKS, along with its two companion surveys — *California School Climate Survey* (CSCS) 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 Surveys (Cal-SCHLS)*, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis to provide key data on school climate, learning supports and barriers, stakeholder engagement; as well as overall youth development, health, and well-being.

The results of this student survey should be compared to those obtained from school, staff, and parent surveys. It is important to determine how consistent are student, staff, and parent perceptions and experiences. Appendix 5 of *Workbook for Improving School Climate* provides a crosswalk between student, staff, and parent survey questions to facilitate this comparison.[2]

SURVEY PURPOSE

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data that would assist schools in: (1) fostering positive school climates 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 youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and to also develop effective prevention, health, and youth development programs. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for students, staff, and parents.

SURVEY CONTENT OVERVIEW

The CHKS consists of a required general set of questions. Districts may also add their own questions of local interest. The survey consists of a broad range of key questions identified by an expert advisory committee considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and

[1] *Guidebook to the California Healthy Kids Survey, Part II: Survey Content (chks.wested.org/training_support)*

[2] *See californias3.wested.org/resources/schoolclimateworkbook-2ndedition_final.pdf.*

well-being.[3] The primary focus of the survey is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health).

School-Related Core Content

To support school improvement efforts, the majority of questions on the CHKS assess school performance, engagement, climate, performance, and experiences. The survey provides self-report data on:

- School connectedness;
- The level of which students experience caring adult relationships, high expectations, and opportunities for meaningful participation at school, three fundamental developmental supports (protective factors) that promote positive academic outcomes; and
- Perceived safety and frequency of, and reasons for, harassment and bullying at school.

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. Each student's 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 REPORT

The tables in the Main CHKS Report provide the percentages responding to each question response option by grade level, organized by topic. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables include the percentages of youth who do not engage in each risk behavior. Percentages are rounded off to the nearest whole number.

UNDERSTANDING AND USING THE DATA

Several guides, workshops, and other aids are available to help you understand and use the survey results. These are described and made available on the survey website. Three are particularly important:

- To help in understanding and interpreting these results, *Guidebook to the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support) provides a detailed explanation of each question and its significance (why it was asked) and the potential implications of the results for programs.
- The *Guidebook to the California Healthy Kids Survey, Part III: Data Use and Dissemination* (chks.wested.org/training_support) provides a step-by-step process for reviewing, analyzing, and disseminating survey results as part of a data-driven decision-making process for program improvement. Free call-in data use workshops are offered as well.
- The *Workbook for Improving School Climate and Closing the Achievement Gap* provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to

[3] The CHKS Guidebook to Survey Administration contains detailed information about the content of the survey.

use the data to improve practice and policy.[4]

Care must be particularly taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as changes that occur in survey content, administration, and/or sample characteristics between administrations. 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*.

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 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the district's student enrollment. 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 Surveys

Many factors may account for changes in results from administration to administration besides real changes in behavior, attitudes, or experiences among students. The change could be due to differences over time in the characteristics or size of the sample of students who completed the survey, or changes in the questions themselves, or differences in the time period in which the survey was administered (e.g., some risk behaviors tend to increase with age, and be higher after holidays or even a social event).

NEXT STEPS

Receiving this report is just a beginning step in a data-driven, decision-making process. The following describes actions you can take to analyze and use the results and provide additional information to support school- and program- improvement efforts.

Compare with Other Data Sources

CHKS results will be enriched if analyzed in the context of data from the California School Climate Survey and other sources, particularly in identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include number and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students, Staff, and Parents

Discuss the results with both students and staff to explore the meaning of the results in more depth and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to students that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This helps improve student perceptions of the developmental supports and opportunities that the school offers and enhances school connectedness. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, as staff observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

[4] *The Guidebooks may be downloaded from chks.wested.org/training_support, and the Workbook from chks.wested.org/about/ctag.*

Equally important is communicating the results and your plans for making improvements to parents. This fosters parent involvement and collaboration in addressing the identified needs, and also support for the survey, important for improving student participation rates. The importance and value of this has been made even greater by the parent involvement requirements of the Local Control and Accountability Plan.

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.

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Survey Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. District After-School Module (DASM)	
C. GRAM Safety (Gang Risk Assessment) Module	
D. Health Module	
E. Military Module	
F. Personal, Social, and Emotional Strengths Module	
G. School Climate Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1
Student Sample Characteristics

	Grade 5
Student Sample Size	
Target sample	189
Final number	110
Average Response Rate	58%

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 (high)	58	A4.2
Academic motivation (high)	45	A4.2
Caring adult relationships (high)	65	A4.2
High expectations (high)	67	A4.2
Meaningful participation (high)	15	A4.2
School Safety		
Feel safe at school†	83	A7.1
Been hit or pushed	49	A7.2
Mean rumors spread about you	51	A7.2
Saw a weapon at school‡	12	A7.4
Disciplinary Environment		
Students well-behaved†	59	A6.2
Students treated fairly when break school rules†	55	A6.1
Students treated with respect†	82	A6.1
Lifetime Substance Use		
Alcohol or drug use	12	A9.1
Cigarette smoking	3	A10.1
E-cigarette	3	A10.1

Notes: Cells are empty if there are less than 25 respondents.
†*Combines "Most of the time" and "All of the time."* ‡*Past 12 months.*

3. Demographics

Table A3.1
Age of Sample

	Grade 5 %
7 years old, or younger than 7	0
8 years old	0
9 years old	0
10 years old	35
11 years old	64
12 years old	2
13 years old, or older than 13	0

Question ES A.2: How old are you?
Note: Cells are empty if there are less than 25 respondents.

Table A3.2
Gender of Sample

	Grade 5 %
Female	54
Male	46

Question ES A.3: Are you female or male?
Note: Cells are empty if there are less than 25 respondents.

4. School Performance, Supports, and Engagements

Table A4.1
Perceived School Performance

	Grade 5 %
One of the best students	14
Better than most students	25
About the same as others	49
Don't do as well as most others	12

Question ES A.18: How well do you do in your schoolwork?
Note: Cells are empty if there are less than 25 respondents.

Table A4.2
School Developmental Supports, Connectedness, and Academic Motivation

Percent of students scoring High, Moderate, and Low (%)	Grade 5		
	H	M	L
School Environment			
Total School Supports	45	50	5
Caring Adults in School	65	32	4
High Expectations-Adults in School	67	32	1
Meaningful Participation-Adults in School	15	61	24
School Connectedness	58	39	3
Academic Motivation	45	42	14

Note: Cells are empty if there are less than 25 respondents.

Table A4.3

School Developmental Supports Scale Questions

At my school, teachers and other grown-ups...	Grade 5 %
Caring Relationships	
care about you.	
No, never	5
Yes, some of the time	13
Yes, most of the time	15
Yes, all of the time	68
listen when you have something to say.	
No, never	4
Yes, some of the time	19
Yes, most of the time	35
Yes, all of the time	43
High Expectations	
tell you when you do a good job.	
No, never	2
Yes, some of the time	20
Yes, most of the time	34
Yes, all of the time	45
believe that you can do a good job.	
No, never	1
Yes, some of the time	12
Yes, most of the time	14
Yes, all of the time	74

Question ES A.12-13, 19-20: Do the teachers and other grown-ups at school care about you?... 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 listen when you have something to say?... 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 25 respondents.

Table A4.3

School Developmental Supports Scale Questions - Continued

At school...	Grade 5 %
Opportunities for Meaningful Participation	
I am given a chance to help decide things at school.	
No, never	46
Yes, some of the time	28
Yes, most of the time	14
Yes, all of the time	12
I do things to be helpful.	
No, never	5
Yes, some of the time	30
Yes, most of the time	39
Yes, all of the time	26

Question ES A.11, 21: Are you given a chance to help decide things at school, like class rules?... Do you do things to be helpful at school?

Note: Cells are empty if there are less than 25 respondents.

Table A4.4
School Connectedness Scale Questions

	Grade 5 %
I feel close to people at school.	
No, never	5
Yes, some of the time	47
Yes, most of the time	29
Yes, all of the time	19
I am happy to be at this school.	
No, never	1
Yes, some of the time	19
Yes, most of the time	36
Yes, all of the time	44
I feel like I am part of this school.	
No, never	6
Yes, some of the time	19
Yes, most of the time	29
Yes, all of the time	47
Teachers treat students fairly at school.	
No, never	4
Yes, some of the time	11
Yes, most of the time	31
Yes, all of the time	55
I feel safe at school.	
No, never	10
Yes, some of the time	7
Yes, most of the time	25
Yes, all of the time	58

Question ES A.6-8, 10, 46: 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 25 respondents.

Table A4.5
Academic Motivation Scale Questions

	Grade 5 %
I finish all my class assignments.	
No, never	1
Yes, some of the time	7
Yes, most of the time	46
Yes, all of the time	45
I try even harder the next time when I get a bad grade.	
No, never	0
Yes, some of the time	6
Yes, most of the time	16
Yes, all of the time	78
I keep working and working on my schoolwork until I get it right.	
No, never	1
Yes, some of the time	22
Yes, most of the time	35
Yes, all of the time	42
I do my class assignments even when they're really hard for me.	
No, never	1
Yes, some of the time	9
Yes, most of the time	28
Yes, all of the time	62

Question ES A.31-34: 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 do your class assignments even when they're really hard for you?

Note: Cells are empty if there are less than 25 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	43
Yes, most of the time	39
Yes, all of the time	17
Do the teachers and other grown-ups at school ask you about your ideas?	
No, never	17
Yes, some of the time	37
Yes, most of the time	33
Yes, all of the time	13
Do the teachers and other grown-ups give you a chance to solve school problems?	
No, never	19
Yes, some of the time	24
Yes, most of the time	28
Yes, all of the time	29
Do you get to do interesting activities at school?	
No, never	3
Yes, some of the time	25
Yes, most of the time	34
Yes, all of the time	38

Question ES A.9, 14-16: 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 25 respondents.

Table A5.1
Supports for Learning - Continued

	Grade 5 %
Do your teachers ask you what you want to learn about?	
No, never	62
Yes, some of the time	27
Yes, most of the time	7
Yes, all of the time	4

Question ES A.17: Do your teachers ask you what you want to learn about?
Note: Cells are empty if there are less than 25 respondents.

Table A5.2
Supports for Social and Emotional Learning

	Grade 5 %
Does your school help students solve conflicts with one another?	
No, never	7
Yes, some of the time	25
Yes, most of the time	28
Yes, all of the time	39
Does your school teach students to care about each other and treat each other with respect?	
No, never	1
Yes, some of the time	12
Yes, most of the time	17
Yes, all of the time	71

Question ES A.26, 27: Does your school help students solve conflicts with one another?... 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 25 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	9
Yes, most of the time	30
Yes, all of the time	61
Are students treated fairly when they break school rules?	
No, never	21
Yes, some of the time	25
Yes, most of the time	21
Yes, all of the time	34
Do teachers and other grown-ups at school treat students with respect?	
No, never	4
Yes, some of the time	15
Yes, most of the time	29
Yes, all of the time	53

Question ES A.22, 23, 25: 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 25 respondents.

Table A6.2

Student Positive Behavior

	Grade 5 %
Do you follow the classroom rules?	
No, never	0
Yes, some of the time	8
Yes, most of the time	33
Yes, all of the time	59
Do you follow the playground rules at recess and lunch times?	
No, never	1
Yes, some of the time	7
Yes, most of the time	27
Yes, all of the time	65
Do you listen when your teacher is talking?	
No, never	0
Yes, some of the time	6
Yes, most of the time	35
Yes, all of the time	58
Are students at this school well behaved?	
No, never	5
Yes, some of the time	36
Yes, most of the time	51
Yes, all of the time	8
Are you nice to other students?	
No, never	2
Yes, some of the time	6
Yes, most of the time	34
Yes, all of the time	58

Question ES A.24, 35-38: 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?

Note: Cells are empty if there are less than 25 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	10
Yes, some of the time	7
Yes, most of the time	25
Yes, all of the time	58
Do you feel safe walking to and from school?	
No, never	21
Yes, some of the time	11
Yes, most of the time	29
Yes, all of the time	40

Question ES A.46, 47: Do you feel safe at school?... Do you feel safe walking to and from school?
Note: Cells are empty if there are less than 25 respondents.

Table A7.2
Frequency of Being Harassed on School Property

	Grade 5 %
Been hit or pushed	
No, never	51
Yes, some of the time	35
Yes, most of the time	10
Yes, all of the time	4
Mean rumors spread about you	
No, never	49
Yes, some of the time	35
Yes, most of the time	9
Yes, all of the time	6

Question ES A.41, 42: 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?
Note: Cells are empty if there are less than 25 respondents.

Table A7.3

Frequency of Harassing on School Property, Past Year

	Grade 5 %
Have hit or pushed other kids	
0 times	63
1 time	14
2 times	15
3 or more times	8
Have spread mean rumors about other kids	
0 times	69
1 time	20
2 times	6
3 or more times	5

Question ES A.39, 40: 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?

Note: Cells are empty if there are less than 25 respondents.

Table A7.4

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

	Grade 5 %
Brought weapon to school	
No	97
Yes	3
Saw another kid with a weapon at school	
No	88
Yes	12

Question ES A.43, 44: 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?

Note: Cells are empty if there are less than 25 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	1
Yes, some of the time	4
Yes, most of the time	11
Yes, all of the time	85
If you tell a teacher that you've been bullied, the teacher will do something to help.	
No, never	3
Yes, some of the time	10
Yes, most of the time	15
Yes, all of the time	72
Students at your school try to stop bullying when they see it happening.	
No, never	17
Yes, some of the time	21
Yes, most of the time	38
Yes, all of the time	24

Question ES A.28-30: 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?

Note: Cells are empty if there are less than 25 respondents.

Table A7.6

Frequency of Being Home Alone

	Grade 5 %
No, never	68
Yes, some of the time	28
Yes, most of the time	2
Yes, all of the time	2

Question ES A.45: Are you home alone after school?

Note: Cells are empty if there are less than 25 respondents.

8. Home Supports and Involvement in Schooling

Table A8.1
High Expectations at Home

At home, a parent or some other grown-up...	Grade 5 %
believes that I can do a good job.	
No, never	0
Yes, some of the time	2
Yes, most of the time	16
Yes, all of the time	82
wants me to do my best.	
No, never	0
Yes, some of the time	1
Yes, most of the time	4
Yes, all of the time	95

Question ES A.58, 59: 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 25 respondents.

Table A8.2

Parent/Adult Involvement in Schoolwork

At home, a parent or some other grown-up...	Grade 5 %
cares about my schoolwork.	
No, never	3
Yes, some of the time	5
Yes, most of the time	11
Yes, all of the time	82
asks if I did my homework.	
No, never	5
Yes, some of the time	5
Yes, most of the time	12
Yes, all of the time	78
checks my homework.	
No, never	23
Yes, some of the time	24
Yes, most of the time	28
Yes, all of the time	25
asks me about school.	
No, never	7
Yes, some of the time	6
Yes, most of the time	24
Yes, all of the time	63
asks me about my grades.	
No, never	7
Yes, some of the time	9
Yes, most of the time	31
Yes, all of the time	53

Question ES A.57, 60-63: 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 25 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	12
Alcohol, a full glass	0
Inhalants (to get high)	1
Marijuana	0
None of the above	88
Any of the above	12

Question ES A.51-53: Have you ever drunk beer, wine, or other alcohol?... Have you ever sniffed something through your nose to get "high?"... Have you ever smoked any marijuana (pot, grass, weed)?
Note: Cells are empty if there are less than 25 respondents.

Table A9.2
Perception of Health Risk of Alcohol and Marijuana Use

	Grade 5 %
Alcohol	
No, not bad	2
Yes, a little bad	29
Yes, very bad	69
Marijuana	
No, not bad	1
Yes, a little bad	6
Yes, very bad	75
I don't know what marijuana is	17

Question ES A.55, 56: Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?... Do you think using marijuana (pot, grass, weed) is bad for a persons health?
Note: Cells are empty if there are less than 25 respondents.

10. Tobacco Use

Table A10.1

Use of Cigarettes and E-Cigarettes, Lifetime

	Grade 5
	%
Ever smoked a cigarette	3
Part of a cigarette, like one or two puffs	3
A whole cigarette	0
Ever used an electronic cigarette	3

Question ES A.49, 50: Have you ever smoked a cigarette?... Have you ever used an electronic cigarette, e-cigarette, or other vaping device such as e-hookah, hookah pens, or vape pens?
Note: Cells are empty if there are less than 25 respondents.

Table A10.2

Perception of Health Risk of Cigarette Smoking

	Grade 5
	%
No, not bad	1
Yes, a little bad	5
Yes, very bad	94

Question ES A.54: Do you think smoking cigarettes is bad for a person's health?
Note: Cells are empty if there are less than 25 respondents.

11. Physical Health

Table A11.1
Breakfast Consumption

	Grade 5 %
No	17
Yes	83

Question ES A.5: Did you eat breakfast this morning?
Note: Cells are empty if there are less than 25 respondents.

Table A11.2
Body Image

	Grade 5 %
Ever been teased about your body at school	
No	62
Yes	38

Question ES A.48: Have other kids at school ever teased you about what your body looks like?
Note: Cells are empty if there are less than 25 respondents.

12. Gender Breakdowns

Table A12.1

School Developmental Supports, Connectedness, and Academic Motivation by Gender

Percent of Students Scoring High	Grade 5 Female %	Grade 5 Male %
School Environment		
Total school supports	41	51
Caring adults in school	63	67
High expectations-adults in school	66	69
Meaningful participation at school	12	20
School Connectedness	59	58
Academic Motivation	51	37

Note: Cells are empty if there are less than 25 respondents.

Table A12.2

Student Positive Behavior by Gender

	Grade 5 Female %	Grade 5 Male %
Follow classroom rules[A]	95	88
Listen when teacher is talking[A]	92	96
Nice to other students[A]	92	92

Notes: Cells are empty if there are less than 25 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[A]		
Been hit or pushed	53	45
Mean rumors spread about you	57	44
Feels safe at school most/all of the time	81	84

Notes: Cells are empty if there are less than 25 respondents.

[A] *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	10	14
Alcohol, a full glass	0	0
Inhalants (to get high)	0	2
Marijuana	0	0
Any of the above	10	14
Perceived Health Risk[A]		
Alcohol	100	96
Marijuana[B]	98	100

Notes: Cells are empty if there are less than 25 respondents.

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

[B] *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	2	4
Part of a cigarette, like one or two puffs	2	4
A whole cigarette	0	0
Electronic cigarette	2	4
Perceived health risk of cigarette smoking[A]	100	98

Notes: Cells are empty if there are less than 25 respondents.

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