CALIFORNIA
cal-schls
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Hart-Ransom Union Elementary

Elementary

2016-2017

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

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 *2016–17 California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys–*California School Climate 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* (Cal-SCHLS) System, the largest, most comprehensive 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 Cal-SCHLS 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, and parent involvement.

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 Cal-SCHLS Technical Assistance Center offers workshops to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

THE SURVEY

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data that would 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 youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts, improve academic performance, and develop effective prevention, health, and youth development 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 and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health).

To support school improvement efforts, the majority of questions on the CHKS assess school performance, engagement, climate, and experiences, including:

- School connectedness and learning motivation;
- Perceived 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; and
- Supports for social emotional learning and positive behavior.

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 capacities 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. Each students 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, organized by topic, 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

Understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal- SCHLS secondary survey items that relate to school climate (download californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf). As the elementary survey assesses many of the same variables, this is also a useful guide for lower grade levels. Elementary results should be compared with those from students in middle and high schools 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 in elementary schools.

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 and Cal-SCHLS websites contain guidebooks and other tools for using and understanding survey results, including factsheets that show how data variables are related and offer suggestions for how data can be analyzed at the local level.

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 Cal-SCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

The School Climate Connection Newsletter provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.

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).

NEXT STEPS

Receiving this report is just a beginning step in a data-driven, decision-making process. The results of this student survey should be compared to those obtained from the Cal-SCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences. The elementary results should be compared to the middle and high school results.

CHKS results will also be enriched if analyzed in the context of other data typically collected by schools that relate to the variables assessed, such as discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

The following custom services (additional fees apply), are available through the Cal-SCHLS 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.

Request 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).

Request Disaggregated Report or Analyses

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.

Conduct Additional Analyses of 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 student and across schools within a district. You can also request an analysis by subgroups as a custom service.

Add Questions to Your Next Surveys

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS or CSSS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

Engage with Students, Staff, and Parents in an Action Planning Process

Engage students, staff, and parents 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 school and gives them an opportunity for meaningful participation. This helps enhance pupil engagement and parent involvement, two LCAP priorities. 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.

On request, Cal-SCHLS staff can conduct a structured group *Listening to Students Workshop* 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. Cal-SCHLS staff also can conduct a *Data Use Action Planning Workshop* designed to identify local needs based on the survey results and engage stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your Cal-SCHLS Technical Assistance Center (call 888.841.7536 or email schoolclimate@wested.org). See also: californias3.wested.org/training-support/workshops.

Exhibit 1

Major School-related Domains and Constructs Assessed by Cal-SCHLS

	Student Core Module	Staff Survey	Parent Survey
School connectedness	✓		
Student learning engagement and motivation	✓	✓	✓
Student performance (grades)	✓		
Attendance (truancy, reasons for absence)		✓	
Academic mindset			
Academic rigor and norms–high expectations	✓	✓	✓
College and career readiness			✓
Teacher and other supports for learning	✓	✓	✓
Relationships between students and staff	✓	✓	✓
Relationships among students	✓	✓	✓
Relationships among staff		✓	
Parent involvement	✓	✓	✓
Meaningful participation and decision-making	✓	✓	✓
Staff supports		✓	
Perceived safety	✓	✓	✓
Discipline and order (policies, enforcement)		✓	✓
Violence and victimization (bullying)	✓	✓	✓
Alcohol, tobacco, and drug use	✓	✓	✓
Services and policies to address student needs		✓	
Student social-emotional competencies and health		✓	
Social-emotional and behavioral supports	✓	✓	✓
Respect for diversity and cultural sensitivity		✓	✓
Quality of physical environment		✓	✓

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 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	90
Final number	62
Average Response Rate	69%

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)	73	A4.3
Academic motivation (high)	55	A4.3
Caring adult relationships (high)	73	A4.2
High expectations (high)	70	A4.2
Meaningful participation (high)	17	A4.2
School Safety		
Feel safe at school†	85	A7.1
Been hit or pushed	48	A7.2
Mean rumors spread about you	40	A7.2
Been called bad names or mean jokes made about you	52	A7.2
Saw a weapon at school‡	23	A7.4
Disciplinary Environment		
Students well-behaved†	50	A6.2
Students treated fairly when break school rules†	52	A6.1
Students treated with respect†	81	A6.1
Lifetime Substance Use		
Alcohol or drug use	19	A9.1
Cigarette smoking	0	A10.1
E-cigarette	5	A10.1

Notes: Cells are empty if there are less than 10 respondents.
†Combines "Most of the time" and "All of the time." ‡Past 12 months.

3. Demographics

Table A3.1
Gender of Sample

	Grade 5 %
Female	43
Male	57

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 Afterschool Program

	Grade 5 %
0 days	61
1 day	11
2 days	0
3 days	2
4 days	2
5 days	24

Question ES A.5: How many days a week do you usually go to your school's afterschool 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	21
Better than most students	29
About the same as others	39
Don't do as well as most others	11

Question ES A.19: How well do you do in your schoolwork?
Note: Cells are empty if there are less than 10 respondents.

Table A4.2

School Environment Scales

	Grade 5	Table
Total school supports		
Average Scale Score	3.14	
High (%)	59	
Moderate (%)	37	
Low (%)	3	
Caring adults in school		
Average Scale Score	3.47	A4.4
High (%)	73	
Moderate (%)	26	
Low (%)	2	
High expectations-adults in school		
Average Scale Score	3.48	A4.5
High (%)	70	
Moderate (%)	30	
Low (%)	0	
Meaningful participation at school		
Average Scale Score	2.49	A4.6
High (%)	17	
Moderate (%)	67	
Low (%)	17	

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.

Table A4.3

School Connectedness and Academic Motivation Scales

	Grade 5	Table
School Connectedness		
Average Scale Score	3.33	A4.7
High (%)	73	
Moderate (%)	27	
Low (%)	0	
Academic Motivation		
Average Scale Score	3.59	A4.8
High (%)	55	
Moderate (%)	40	
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.

Table A4.4
Caring Relationships Scale Questions

	Grade 5 mean/%
Caring adults in school	
Average Scale Score	3.47
At school, teachers and other grown-ups...	
care about you.	
No, never	2
Yes, some of the time	3
Yes, most of the time	19
Yes, all of the time	76
listen when you have something to say.	
No, never	0
Yes, some of the time	19
Yes, most of the time	37
Yes, all of the time	44

Question ES A.13, 20: 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 A4.5
High Expectations Scale Questions

	Grade 5 mean/%
High expectations-adults in school	
Average Scale Score	3.48
At school, teachers and other grown-ups...	
tell you when you do a good job.	
No, never	0
Yes, some of the time	19
Yes, most of the time	31
Yes, all of the time	50
believe that you can do a good job.	
No, never	0
Yes, some of the time	7
Yes, most of the time	23
Yes, all of the time	70

Question ES A.14, 21: 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 A4.6
Meaningful Participation Scale Questions

	Grade 5 mean/%
Opportunities for Meaningful Participation	
Average Scale Score	2.49
At school...	
I am given a chance to help decide things.	
No, never	35
Yes, some of the time	30
Yes, most of the time	25
Yes, all of the time	10
I do things to be helpful.	
No, never	3
Yes, some of the time	25
Yes, most of the time	52
Yes, all of the time	20

Question ES A.12, 22: 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 10 respondents.

Table A4.7
School Connectedness Scale Questions

	Grade 5 mean/%
School Connectedness	
Average Scale Score	3.33
I feel close to people at school.	
No, never	7
Yes, some of the time	36
Yes, most of the time	38
Yes, all of the time	20
I am happy to be at this school.	
No, never	2
Yes, some of the time	8
Yes, most of the time	32
Yes, all of the time	58
I feel like I am part of this school.	
No, never	0
Yes, some of the time	13
Yes, most of the time	25
Yes, all of the time	62
Teachers treat students fairly at school.	
No, never	2
Yes, some of the time	8
Yes, most of the time	23
Yes, all of the time	68
I feel safe at school.	
No, never	3
Yes, some of the time	11
Yes, most of the time	26
Yes, all of the time	60

Question ES A.6-8, 11, 54: 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 A4.8
Academic Motivation Scale Questions

	Grade 5 mean/%
Academic Motivation	
Average Scale Score	3.59
I finish all my class assignments.	
No, never	0
Yes, some of the time	10
Yes, most of the time	34
Yes, all of the time	56
I try even harder the next time when I get a bad grade.	
No, never	0
Yes, some of the time	3
Yes, most of the time	7
Yes, all of the time	90
I keep working and working on my schoolwork until I get it right.	
No, never	3
Yes, some of the time	3
Yes, most of the time	39
Yes, all of the time	55
I do my class assignments even when they're really hard for me.	
No, never	0
Yes, some of the time	5
Yes, most of the time	31
Yes, all of the time	65

Question ES A.37-40: 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 10 respondents.

Table A4.9
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	8
Yes, some of the time	20
Yes, most of the time	41
Yes, all of the time	31
want you to do your best?	
No, never	2
Yes, some of the time	3
Yes, most of the time	11
Yes, all of the time	84

Question ES A.23, 24: 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 A4.10
School Pride

	Grade 5 %
Do you feel proud to belong to your school?	
No, never	0
Yes, some of the time	6
Yes, most of the time	21
Yes, all of the time	73

Question ES A.9: 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	3
Yes, some of the time	41
Yes, most of the time	39
Yes, all of the time	16
Do the teachers and other grown-ups at school ask you about your ideas?	
No, never	16
Yes, some of the time	51
Yes, most of the time	25
Yes, all of the time	8
Do the teachers and other grown-ups give you a chance to solve school problems?	
No, never	11
Yes, some of the time	24
Yes, most of the time	29
Yes, all of the time	35
Do you get to do interesting activities at school?	
No, never	2
Yes, some of the time	31
Yes, most of the time	30
Yes, all of the time	38

Question ES A.10, 15-17: 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	58
Yes, some of the time	27
Yes, most of the time	10
Yes, all of the time	5

Question ES A.18: 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 solve conflicts with one another?	
No, never	8
Yes, some of the time	17
Yes, most of the time	35
Yes, all of the time	40
teach students to understand how other students think and feel?	
No, never	3
Yes, some of the time	32
Yes, most of the time	27
Yes, all of the time	38
teach students to feel responsible for how they act?	
No, never	3
Yes, some of the time	15
Yes, most of the time	31
Yes, all of the time	51
teach students to care about each other and treat each other with respect?	
No, never	0
Yes, some of the time	10
Yes, most of the time	16
Yes, all of the time	74

Question ES A.30-33: Does your school help students solve 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	3
Yes, some of the time	16
Yes, most of the time	35
Yes, all of the time	45
Are the school rules fair?	
No, never	3
Yes, some of the time	15
Yes, most of the time	39
Yes, all of the time	44
Are students treated fairly when they break school rules?	
No, never	12
Yes, some of the time	36
Yes, most of the time	28
Yes, all of the time	24
Do teachers and other grown-ups at school treat students with respect?	
No, never	3
Yes, some of the time	16
Yes, most of the time	37
Yes, all of the time	44

Question ES A.25-27, 29: 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	3
Yes, some of the time	3
Yes, most of the time	31
Yes, all of the time	63
Do you follow the playground rules at recess and lunch times?	
No, never	5
Yes, some of the time	2
Yes, most of the time	28
Yes, all of the time	66
Do you listen when your teacher is talking?	
No, never	0
Yes, some of the time	6
Yes, most of the time	18
Yes, all of the time	76
Are students at this school well behaved?	
No, never	8
Yes, some of the time	42
Yes, most of the time	47
Yes, all of the time	3
Are you nice to other students?	
No, never	0
Yes, some of the time	5
Yes, most of the time	34
Yes, all of the time	61

Question ES A.28, 41-44: 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 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	3
Yes, some of the time	11
Yes, most of the time	26
Yes, all of the time	60
Do you feel safe on your way to and from school?	
No, never	2
Yes, some of the time	11
Yes, most of the time	19
Yes, all of the time	68

Question ES A.54, 55: 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	52
Yes, some of the time	38
Yes, most of the time	3
Yes, all of the time	7
Mean rumors spread about you	
No, never	60
Yes, some of the time	33
Yes, most of the time	3
Yes, all of the time	3
Been called bad names or mean jokes made about you	
No, never	48
Yes, some of the time	42
Yes, most of the time	0
Yes, all of the time	10

Question ES A.48, 49, 51: 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?

Note: 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	66
1 time	13
2 times	13
3 or more times	8
Have said mean things about other students or called them bad names	
0 times	52
1 time	25
2 times	10
3 or more times	13
Have spread mean rumors about other kids	
0 times	73
1 time	17
2 times	2
3 or more times	8

Question ES A.45-47: 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?

Note: 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 weapon to school	
No	97
Yes	3
Saw another kid with a weapon at school	
No	77
Yes	23

Question ES A.50, 52: 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 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	5
Yes, some of the time	8
Yes, most of the time	8
Yes, all of the time	79
If you tell a teacher that you've been bullied, the teacher will do something to help.	
No, never	5
Yes, some of the time	8
Yes, most of the time	26
Yes, all of the time	61
Students at your school try to stop bullying when they see it happening.	
No, never	13
Yes, some of the time	32
Yes, most of the time	39
Yes, all of the time	16

Question ES A.34-36: 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 10 respondents.

Table A7.6
Frequency of Being Home Alone

	Grade 5 %
No, never	77
Yes, some of the time	13
Yes, most of the time	8
Yes, all of the time	2

Question ES A.53: 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

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	6
Yes, all of the time	92
wants me to do my best.	
No, never	0
Yes, some of the time	0
Yes, most of the time	3
Yes, all of the time	97

Question ES A.66, 67: 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

At home, a parent or some other grown-up...	Grade 5 %
cares about my schoolwork.	
No, never	0
Yes, some of the time	2
Yes, most of the time	10
Yes, all of the time	89
asks if I did my homework.	
No, never	2
Yes, some of the time	5
Yes, most of the time	15
Yes, all of the time	79
checks my homework.	
No, never	11
Yes, some of the time	34
Yes, most of the time	21
Yes, all of the time	34
asks me about school.	
No, never	2
Yes, some of the time	11
Yes, most of the time	21
Yes, all of the time	66
asks me about my grades.	
No, never	8
Yes, some of the time	18
Yes, most of the time	21
Yes, all of the time	53

Question ES A.65, 68-71: 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	16
Alcohol, a full glass	2
Inhalants (to get high)	2
Marijuana	2
None of the above	81
Any of the above	19

Question ES A.59-61: 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 10 respondents.

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

	Grade 5 %
Alcohol	
No, not bad	5
Yes, a little bad	33
Yes, very bad	62
Marijuana	
No, not bad	3
Yes, a little bad	6
Yes, very bad	66
I don't know what marijuana is	24

Question ES A.63, 64: 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 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	5

Question ES A.57, 58: 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 10 respondents.

Table A10.2
Perception of Health Risk of Cigarette Smoking

	Grade 5 %
No, not bad	0
Yes, a little bad	3
Yes, very bad	97

Question ES A.62: Do you think smoking cigarettes 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	16
Yes	84

Question ES A.4: 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	67
Yes	33

Question ES A.56: 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

Percent of Students Scoring High	Grade 5 Female %	Grade 5 Male %
School Environment		
Total school supports	69	53
Caring adults in school	77	69
High expectations-adults in school	69	74
Meaningful participation at school	15	18
School Connectedness	69	74
Academic Motivation	58	54

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

Table A12.2
Student Positive Behavior by Gender

	Grade 5 Female %	Grade 5 Male %
Follow classroom rules[A]	88	97
Listen when teacher is talking[A]	88	97
Nice to other students[A]	92	97

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 %	Grade 5 Male %
Been Harassed on School Property[A]		
Been hit or pushed	36	57
Mean rumors spread about you	40	40
Been called bad names/mean jokes made about you	50	54
Feels safe at school most/all of the time	81	89

Notes: Cells are empty if there are less than 10 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 %	Grade 5 Male %
Lifetime AOD Use		
Alcohol, one or two sips	19	15
Alcohol, a full glass	4	0
Inhalants (to get high)	4	0
Marijuana	4	0
Any of the above	27	14
Perceived Health Risk[A]		
Alcohol	92	97
Marijuana[B]	94	97

Notes: Cells are empty if there are less than 10 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	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	4	6
Perceived health risk of cigarette smoking[A]	100	100

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

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

Appendix

2016-17 CHKS Elementary Survey Response Rates

Eligible Schools	5th %
Hart-Ransom Academic Charter	
Hart-Ransom Elementary	69

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2016-17 public school and 2015-16 enrollment data files. Directly funded charter schools have been excluded from the list.