CALIFORNIA
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SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Lemon Grove Elementary 2015-2016 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 FEATURE

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 *2015–16 California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

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 Survey (Cal-SCHLS) System*, 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, and overall youth development, health, and well-being. The surveys provide a wealth of information to guide school improvement efforts and your Local Control and Accountability Plans (LCAP), 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 survey results are available for downloading from the survey website: chks.wested.org. The California Safe and Supportive Schools website (californias3.wested.org/) provides a wealth of information and tools helpful in implementing effective strategies to improve school climate, student supports, and social-emotional learning. Particularly valuable in regard to LCAP efforts are ***Making Sense of School Climate*** (californias3.wested.org/tools/schoolclimate) and ***Helpful Resources for Local Control and Accountability Plans, 2014-15*** (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf).

The Cal-SCHLS Technical Assistance Center offers workshops to help in identifying local needs and developing action plans to meet those needs, including data use workshops.

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 and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local

interest. Table 1 indicates the modules administered by the district/school.

The survey consists of a broad range of key questions identified by an expert advisory committee that is 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 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).

School-Related Core Content

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

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the CalSCHLS 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 also 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, 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 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 Survey Administrations

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 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 actions, which can be requested as custom services (additional fees apply), will 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 full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity or by youth who are low in academic motivation compared those who are high). This is particularly important given the LCAP requirement that districts identify and address the needs of underserved subgroups.

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 needs identified and the development of a detailed

action plan. This communicates to students that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This helps enhance school connectedness among students and parent involvement, two of the 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/workshops.

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. District After-School Module (DASM)	
C. GRAM Safety (Gang Risk Assessment) Module	
D. Health Module	
E. Military Module	X
F. Personal, Social, and Emotional Strengths Module	
G. Cal-Well Module (New This Year)	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1
Student Sample Characteristics

	Grade 5
Student Sample Size	
Target sample	392
Final number	293
Average Response Rate	75%

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)	53	A4.2
Academic motivation (high)	42	A4.2
Caring adult relationships (high)	59	A4.2
High expectations (high)	61	A4.2
Meaningful participation (high)	19	A4.2
School Safety		
Feel safe at school†	76	A7.1
Been hit or pushed	57	A7.2
Mean rumors spread about you	60	A7.2
Been called bad names or mean jokes made about you	61	A7.2
Saw a weapon at school‡	17	A7.4
Disciplinary Environment		
Students well-behaved†	46	A6.2
Students treated fairly when break school rules†	48	A6.1
Students treated with respect†	88	A6.1
Lifetime Substance Use		
Alcohol or drug use	13	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	61
11 years old	38
12 years old	1
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	60
Male	40

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

Table A3.3

Number of Days Attending Afterschool Program

	Grade 5 %
0 days	59
1 day	3
2 days	9
3 days	1
4 days	1
5 days	27

Question ES A.6: How many days a week do you usually go to your school's afterschool program?

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	19
Better than most students	24
About the same as others	45
Don't do as well as most others	12

Question ES A.20: 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	53	43	4
Caring Adults in School	59	36	4
High Expectations-Adults in School	61	36	3
Meaningful Participation-Adults in School	19	68	14
School Connectedness	53	43	4
Academic Motivation	42	39	19

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	3
Yes, some of the time	15
Yes, most of the time	23
Yes, all of the time	59
listen when you have something to say.	
No, never	6
Yes, some of the time	19
Yes, most of the time	33
Yes, all of the time	42
High Expectations	
tell you when you do a good job.	
No, never	5
Yes, some of the time	21
Yes, most of the time	37
Yes, all of the time	37
believe that you can do a good job.	
No, never	1
Yes, some of the time	11
Yes, most of the time	23
Yes, all of the time	65

Question ES A.14-15, 21-22: 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.	
No, never	30
Yes, some of the time	37
Yes, most of the time	16
Yes, all of the time	17
I do things to be helpful.	
No, never	2
Yes, some of the time	29
Yes, most of the time	41
Yes, all of the time	28

Question ES A.13, 23: 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	6
Yes, some of the time	35
Yes, most of the time	30
Yes, all of the time	28
I am happy to be at this school.	
No, never	6
Yes, some of the time	23
Yes, most of the time	30
Yes, all of the time	41
I feel like I am part of this school.	
No, never	5
Yes, some of the time	24
Yes, most of the time	27
Yes, all of the time	45
Teachers treat students fairly at school.	
No, never	1
Yes, some of the time	19
Yes, most of the time	24
Yes, all of the time	55
I feel safe at school.	
No, never	6
Yes, some of the time	18
Yes, most of the time	35
Yes, all of the time	41

Question ES A.7-9, 12, 51: 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	14
Yes, most of the time	48
Yes, all of the time	38
I try even harder the next time when I get a bad grade.	
No, never	1
Yes, some of the time	6
Yes, most of the time	17
Yes, all of the time	76
I keep working and working on my schoolwork until I get it right.	
No, never	4
Yes, some of the time	14
Yes, most of the time	35
Yes, all of the time	48
I do my class assignments even when they're really hard for me.	
No, never	2
Yes, some of the time	15
Yes, most of the time	29
Yes, all of the time	54

Question ES A.34-37: 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.

Table A4.6

School Pride

	Grade 5 %
Do you feel proud to belong to your school?	
No, never	4
Yes, some of the time	21
Yes, most of the time	25
Yes, all of the time	50

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

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	4
Yes, some of the time	49
Yes, most of the time	34
Yes, all of the time	13
Do the teachers and other grown-ups at school ask you about your ideas?	
No, never	19
Yes, some of the time	36
Yes, most of the time	29
Yes, all of the time	16
Do the teachers and other grown-ups give you a chance to solve school problems?	
No, never	11
Yes, some of the time	31
Yes, most of the time	28
Yes, all of the time	31
Do you get to do interesting activities at school?	
No, never	6
Yes, some of the time	29
Yes, most of the time	37
Yes, all of the time	28

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 25 respondents.

Table A5.1
Supports for Learning - Continued

	Grade 5 %
Do your teachers ask you what you want to learn about?	
No, never	49
Yes, some of the time	32
Yes, most of the time	13
Yes, all of the time	7

Question ES A.19: 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	4
Yes, some of the time	20
Yes, most of the time	32
Yes, all of the time	44
teach students to understand how other students think and feel?	
No, never	9
Yes, some of the time	30
Yes, most of the time	27
Yes, all of the time	34
teach students to care about each other and treat each other with respect?	
No, never	4
Yes, some of the time	17
Yes, most of the time	19
Yes, all of the time	61

Question ES A.28-30: 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 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	2
Yes, some of the time	17
Yes, most of the time	34
Yes, all of the time	46
Are students treated fairly when they break school rules?	
No, never	22
Yes, some of the time	30
Yes, most of the time	23
Yes, all of the time	25
Do teachers and other grown-ups at school treat students with respect?	
No, never	2
Yes, some of the time	10
Yes, most of the time	33
Yes, all of the time	55

Question ES A.24, 25, 27: 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	2
Yes, some of the time	7
Yes, most of the time	35
Yes, all of the time	56
Do you follow the playground rules at recess and lunch times?	
No, never	2
Yes, some of the time	14
Yes, most of the time	28
Yes, all of the time	57
Do you listen when your teacher is talking?	
No, never	1
Yes, some of the time	7
Yes, most of the time	37
Yes, all of the time	54
Are students at this school well behaved?	
No, never	6
Yes, some of the time	48
Yes, most of the time	42
Yes, all of the time	4
Are you nice to other students?	
No, never	0
Yes, some of the time	10
Yes, most of the time	39
Yes, all of the time	51

Question ES A.26, 38-41: 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	6
Yes, some of the time	18
Yes, most of the time	35
Yes, all of the time	41
Do you feel safe on your way to and from school?	
No, never	3
Yes, some of the time	16
Yes, most of the time	22
Yes, all of the time	59

Question ES A.51, 52: 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 25 respondents.

Table A7.2

Frequency of Being Harassed on School Property

	Grade 5 %
Been hit or pushed	
No, never	43
Yes, some of the time	40
Yes, most of the time	12
Yes, all of the time	5
Mean rumors spread about you	
No, never	40
Yes, some of the time	35
Yes, most of the time	16
Yes, all of the time	9
Been called bad names or mean jokes made about you	
No, never	39
Yes, some of the time	38
Yes, most of the time	13
Yes, all of the time	10

Question ES A.45, 46, 48: 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 25 respondents.

Table A7.3

Frequency of Harassing on School Property, Past Year

	Grade 5 %
Have hit or pushed other kids	
0 times	58
1 time	18
2 times	11
3 or more times	12
Have said mean things about other students or called them bad names	
0 times	46
1 time	26
2 times	9
3 or more times	20
Have spread mean rumors about other kids	
0 times	68
1 time	17
2 times	7
3 or more times	7

Question ES A.42-44: 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 25 respondents.

Table A7.4

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

	Grade 5 %
Brought weapon to school	
No	99
Yes	1
Saw another kid with a weapon at school	
No	83
Yes	17

Question ES A.47, 49: 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	2
Yes, some of the time	10
Yes, most of the time	10
Yes, all of the time	78
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	13
Yes, most of the time	23
Yes, all of the time	59
Students at your school try to stop bullying when they see it happening.	
No, never	13
Yes, some of the time	34
Yes, most of the time	32
Yes, all of the time	21

Question ES A.31-33: 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	78
Yes, some of the time	18
Yes, most of the time	2
Yes, all of the time	2

Question ES A.50: 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	1
Yes, some of the time	5
Yes, most of the time	9
Yes, all of the time	85
wants me to do my best.	
No, never	0
Yes, some of the time	3
Yes, most of the time	4
Yes, all of the time	93

Question ES A.63, 64: 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	1
Yes, some of the time	6
Yes, most of the time	15
Yes, all of the time	78
asks if I did my homework.	
No, never	1
Yes, some of the time	6
Yes, most of the time	14
Yes, all of the time	78
checks my homework.	
No, never	14
Yes, some of the time	23
Yes, most of the time	28
Yes, all of the time	36
asks me about school.	
No, never	4
Yes, some of the time	15
Yes, most of the time	19
Yes, all of the time	62
asks me about my grades.	
No, never	10
Yes, some of the time	12
Yes, most of the time	27
Yes, all of the time	51

Question ES A.62, 65-68: 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	10
Alcohol, a full glass	1
Inhalants (to get high)	3
Marijuana	1
None of the above	87
Any of the above	13

Question ES A.56-58: 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	3
Yes, a little bad	23
Yes, very bad	74
Marijuana	
No, not bad	3
Yes, a little bad	6
Yes, very bad	76
I don't know what marijuana is	16

Question ES A.60, 61: 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	2
A whole cigarette	0
Ever used an electronic cigarette	3

Question ES A.54, 55: 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	2
Yes, a little bad	4
Yes, very bad	94

Question ES A.59: 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	24
Yes	76

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	58
Yes	43

Question ES A.53: 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	59	44
Caring adults in school	62	55
High expectations-adults in school	65	55
Meaningful participation at school	21	14
School Connectedness	51	55
Academic Motivation	44	38

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]	91	91
Listen when teacher is talking[A]	91	94
Nice to other students[A]	90	89

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	51	66
Mean rumors spread about you	64	53
Been called bad names/mean jokes made about you	61	61
Feels safe at school most/all of the time	73	81

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	7	15
Alcohol, a full glass	1	1
Inhalants (to get high)	5	1
Marijuana	2	0
Any of the above	12	15
Perceived Health Risk[A]		
Alcohol	99	95
Marijuana[B]	97	96

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	3	2
Part of a cigarette, like one or two puffs	2	2
A whole cigarette	1	0
Electronic cigarette	2	4
Perceived health risk of cigarette smoking[A]	98	97

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

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

Military Module

1. Module Sample

Table E1.1
Student Sample for Military Module

	Grade 5
Student Sample Size	
Target sample	392
Final number	49
Average Response Rate	13%

2. Family Military Status

Table E2.1
Family Military Connections

	Grade 5 %
Do you have someone in your family who is currently in the military?	
No	53
Yes	35
Don't know	12
Do you have someone in your family who is in the military now or sometime in the last 10 years?	
No	53
Yes	38
Don't know	9
Who in your family is currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?[A]	
No one in my family is in the military	42
Father	15
Mother	2
Brother or sister	4
Grandparent or other relative	19
Don't know	19

Question ES E.69, 70, 92: Do you have someone in your family (like a parent, grandparent, brother, sister) who is currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?... Who in your family is currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)? (You can mark more than one answer if you have more than one family member in the military.)... Do you have someone in your family (like a parent, grandparent, brother, sister) who is in the military now or sometime in the last 10 years?

Notes: Cells are empty if there are less than 25 respondents. [A]Total percentages may exceed 100% for "mark all that apply" items.

3. Perceived Personal Strength

Table E3.1

Perceived Responsibilities

	Grade 5 %
I feel that I have more responsibilities at home than my friends.	
Not at all true	24
A little true	17
Pretty much true	20
Very much true	26
Don't know	13

Question ES E.72: I feel that I have more responsibilities at home (like chores) than my friends.
Note: Cells are empty if there are less than 25 respondents.

Table E3.2

Perceived Internal Strength

	Grade 5 %
I know how to solve problems in my life better than most of my friends.	
Not at all true	15
A little true	33
Pretty much true	23
Very much true	13
Don't know	17

Question ES E.74: I know how to solve problems in my life better than most of my friends.
Note: Cells are empty if there are less than 25 respondents.

4. School Connections and Peer Relationships

Table E4.1
School Belongingness and Participation

	Grade 5 %
Adults in this school respect my family.	
Not at all true	2
A little true	11
Pretty much true	13
Very much true	53
Don't know	21
I felt welcomed when I came to this school.	
Not at all true	15
A little true	9
Pretty much true	28
Very much true	41
Don't know	7
I have a hard time paying attention in school.	
Not at all true	30
A little true	38
Pretty much true	17
Very much true	9
Don't know	6

Question ES E.76-78: Adults in this school respect my family... I felt welcomed when I came to this school... I have a hard time paying attention in school.
Note: Cells are empty if there are less than 25 respondents.

Table E4.1

School Belongingness and Participation - Continued

	Grade 5 %
My parents help me with my school work.	
Not at all true	7
A little true	9
Pretty much true	20
Very much true	57
Don't know	9
My parents come to school to meet my teachers or to attend events.	
Not at all true	19
A little true	15
Pretty much true	26
Very much true	32
Don't know	9

Question ES E.79, 80: My parents help me with my school work... My parents come to school to meet my teachers or to attend events (like parent nights, sports events, plays, or concerts).

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

Table E4.2

Peer Difficulties

	Grade 5 %
I have a hard time making friends because I have to change schools often.	
Not at all true	76
A little true	15
Pretty much true	2
Very much true	4
Don't know	2

Question ES E.82: I have a hard time making friends because I have to change schools often.

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

5. Emotional Competence

Table E5.1
Family Pride

	Grade 5 %
I feel proud of my family.	
Not at all true	0
A little true	8
Pretty much true	8
Very much true	79
Don't know	4

Question ES E.71: I feel proud of my family.
Note: Cells are empty if there are less than 25 respondents.

Table E5.2
Positive Affect

How often did you...	Grade 5 %
feel full of energy in the last 30 days?	
None of the time	15
A little of the time	6
Some of the time	17
Most of the time	29
All of the time	23
Don't know	10
feel happy in the last 30 days?	
None of the time	11
A little of the time	15
Some of the time	11
Most of the time	28
All of the time	34
Don't know	2

Question ES E.83, 84: How often did you... feel full of energy in the last 30 days?... feel happy in the last 30 days?
Note: Cells are empty if there are less than 25 respondents.

Table E5.2

Positive Affect - Continued

How often did you...	Grade 5 %
feel good about life in the last 30 days?	
None of the time	7
A little of the time	9
Some of the time	7
Most of the time	24
All of the time	46
Don't know	9
feel excited in the last 30 days?	
None of the time	10
A little of the time	17
Some of the time	13
Most of the time	15
All of the time	42
Don't know	4

Question ES E.88, 91: How often did you... feel good about life in the last 30 days?... feel excited in the last 30 days?

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

Table E5.3

Negative Affect

How often did you...	Grade 5 %
feel like everything is hard to do in the last 30 days?	
None of the time	38
A little of the time	15
Some of the time	21
Most of the time	8
All of the time	8
Don't know	10
feel like nothing makes you happy in the last 30 days?	
None of the time	46
A little of the time	23
Some of the time	6
Most of the time	6
All of the time	6
Don't know	13
feel like it is hard to sit still in the last 30 days?	
None of the time	30
A little of the time	17
Some of the time	13
Most of the time	11
All of the time	15
Don't know	15

Question ES E.85-87: How often did you... feel like everything is hard to do in the last 30 days?... feel like nothing makes you happy in the last 30 days?... feel like it is hard to sit still in the last 30 days?

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

Table E5.3

Negative Affect - Continued

How often did you...	Grade 5 %
feel nervous in the last 30 days?	
None of the time	28
A little of the time	33
Some of the time	13
Most of the time	7
All of the time	15
Don't know	4
feel that you do not have much hope in the last 30 days?	
None of the time	46
A little of the time	19
Some of the time	8
Most of the time	10
All of the time	8
Don't know	8

Question ES E.89, 90: How often did you... feel nervous in the last 30 days?... feel that you do not have much hope in the last 30 days?

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

6. Family Relocation and Deployment

Table E6.1

Family Relocation and Impact on Schooling

	Grade 5 %
How many times did you have to change your school because you moved away?	
I did not change school because I moved	40
Changed once	19
Twice	4
Three times	6
Four times	10
More than four times	6
Don't know	15

Question ES E.81: How many times did you have to change your school because you moved away?
Note: Cells are empty if there are less than 25 respondents.

Table E6.2

Deployment of Family Members, Past 10 Years

	Grade 5 %
How many times in the last 10 years did any member of your family leave home and serve (deploy) outside the USA?	
Never	53
Once	6
Twice or more	21
Don't know	19

Question ES E.93: As far as you can remember, how many times in the last 10 years did any member of your family leave home and serve (deploy) outside the USA?
Note: Cells are empty if there are less than 25 respondents.

Table E6.3

Travel Experience

	Grade 5 %
I have traveled a lot and have seen many interesting places.	
Not at all true	13
A little true	29
Pretty much true	27
Very much true	29
Don't know	2

Question ES E.73: I have traveled a lot and have seen many interesting places.

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

7. Future Plans

Table E7.1

Desire to Join Military

	Grade 5 %
When I grow up I would like to join the military.	
Not at all true	48
A little true	4
Pretty much true	8
Very much true	23
Don't know	17

Question ES E.75: When I grow up I would like to join the military (Army, Navy, Marines, Air Force, National Guard, or Reserves).

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