CALIFORNIA
cal-schls
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Palm Springs Unified
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 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 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	
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	1,816
Final number	1,191
Average Response Rate	66%

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)	37	A4.2
Caring adult relationships (high)	58	A4.2
High expectations (high)	61	A4.2
Meaningful participation (high)	24	A4.2
School Safety		
Feel safe at school†	77	A7.1
Been hit or pushed	47	A7.2
Mean rumors spread about you	51	A7.2
Been called bad names or mean jokes made about you	53	A7.2
Saw a weapon at school‡	24	A7.4
Disciplinary Environment		
Students well-behaved†	49	A6.2
Students treated fairly when break school rules†	54	A6.1
Students treated with respect†	81	A6.1
Lifetime Substance Use		
Alcohol or drug use	17	A9.1
Cigarette smoking	3	A10.1
E-cigarette	5	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	60
11 years old	37
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	52
Male	48

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	65
1 day	5
2 days	3
3 days	2
4 days	2
5 days	24

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	16
Better than most students	26
About the same as others	45
Don't do as well as most others	14

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	57	37	6
Caring Adults in School	58	37	5
High Expectations-Adults in School	61	35	4
Meaningful Participation-Adults in School	24	63	13
School Connectedness	58	37	5
Academic Motivation	37	44	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	13
Yes, most of the time	21
Yes, all of the time	63
listen when you have something to say.	
No, never	6
Yes, some of the time	22
Yes, most of the time	28
Yes, all of the time	45
High Expectations	
tell you when you do a good job.	
No, never	5
Yes, some of the time	19
Yes, most of the time	33
Yes, all of the time	43
believe that you can do a good job.	
No, never	2
Yes, some of the time	13
Yes, most of the time	20
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	28
Yes, most of the time	21
Yes, all of the time	21
I do things to be helpful.	
No, never	3
Yes, some of the time	27
Yes, most of the time	39
Yes, all of the time	32

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	7
Yes, some of the time	32
Yes, most of the time	33
Yes, all of the time	28
I am happy to be at this school.	
No, never	4
Yes, some of the time	18
Yes, most of the time	32
Yes, all of the time	45
I feel like I am part of this school.	
No, never	8
Yes, some of the time	17
Yes, most of the time	27
Yes, all of the time	48
Teachers treat students fairly at school.	
No, never	3
Yes, some of the time	16
Yes, most of the time	25
Yes, all of the time	55
I feel safe at school.	
No, never	7
Yes, some of the time	16
Yes, most of the time	29
Yes, all of the time	48

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	2
Yes, some of the time	15
Yes, most of the time	45
Yes, all of the time	39
I try even harder the next time when I get a bad grade.	
No, never	3
Yes, some of the time	10
Yes, most of the time	17
Yes, all of the time	71
I keep working and working on my schoolwork until I get it right.	
No, never	4
Yes, some of the time	16
Yes, most of the time	37
Yes, all of the time	43
I do my class assignments even when they're really hard for me.	
No, never	4
Yes, some of the time	15
Yes, most of the time	28
Yes, all of the time	53

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	6
Yes, some of the time	14
Yes, most of the time	22
Yes, all of the time	57

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	34
Yes, most of the time	44
Yes, all of the time	18
Do the teachers and other grown-ups at school ask you about your ideas?	
No, never	16
Yes, some of the time	32
Yes, most of the time	33
Yes, all of the time	19
Do the teachers and other grown-ups give you a chance to solve school problems?	
No, never	13
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	5
Yes, some of the time	26
Yes, most of the time	33
Yes, all of the time	35

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	45
Yes, some of the time	29
Yes, most of the time	15
Yes, all of the time	11

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	6
Yes, some of the time	21
Yes, most of the time	32
Yes, all of the time	41
teach students to understand how other students think and feel?	
No, never	11
Yes, some of the time	30
Yes, most of the time	31
Yes, all of the time	28
teach students to care about each other and treat each other with respect?	
No, never	4
Yes, some of the time	16
Yes, most of the time	23
Yes, all of the time	58

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	13
Yes, most of the time	34
Yes, all of the time	52
Are students treated fairly when they break school rules?	
No, never	20
Yes, some of the time	26
Yes, most of the time	25
Yes, all of the time	29
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	26
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	10
Yes, most of the time	30
Yes, all of the time	59
Do you follow the playground rules at recess and lunch times?	
No, never	3
Yes, some of the time	10
Yes, most of the time	29
Yes, all of the time	59
Do you listen when your teacher is talking?	
No, never	1
Yes, some of the time	8
Yes, most of the time	30
Yes, all of the time	61
Are students at this school well behaved?	
No, never	9
Yes, some of the time	43
Yes, most of the time	42
Yes, all of the time	6
Are you nice to other students?	
No, never	2
Yes, some of the time	7
Yes, most of the time	30
Yes, all of the time	61

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	7
Yes, some of the time	16
Yes, most of the time	29
Yes, all of the time	48
Do you feel safe on your way to and from school?	
No, never	5
Yes, some of the time	13
Yes, most of the time	22
Yes, all of the time	60

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	53
Yes, some of the time	29
Yes, most of the time	9
Yes, all of the time	9
Mean rumors spread about you	
No, never	49
Yes, some of the time	31
Yes, most of the time	11
Yes, all of the time	9
Been called bad names or mean jokes made about you	
No, never	47
Yes, some of the time	33
Yes, most of the time	10
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	62
1 time	15
2 times	10
3 or more times	13
Have said mean things about other students or called them bad names	
0 times	59
1 time	19
2 times	8
3 or more times	14
Have spread mean rumors about other kids	
0 times	71
1 time	18
2 times	5
3 or more times	6

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	98
Yes	2
Saw another kid with a weapon at school	
No	76
Yes	24

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	7
Yes, most of the time	11
Yes, all of the time	80
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	11
Yes, most of the time	17
Yes, all of the time	67
Students at your school try to stop bullying when they see it happening.	
No, never	14
Yes, some of the time	29
Yes, most of the time	32
Yes, all of the time	25

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	74
Yes, some of the time	19
Yes, most of the time	5
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	3
Yes, some of the time	5
Yes, most of the time	12
Yes, all of the time	81
wants me to do my best.	
No, never	2
Yes, some of the time	3
Yes, most of the time	7
Yes, all of the time	89

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	3
Yes, some of the time	7
Yes, most of the time	16
Yes, all of the time	74
asks if I did my homework.	
No, never	3
Yes, some of the time	7
Yes, most of the time	16
Yes, all of the time	74
checks my homework.	
No, never	17
Yes, some of the time	24
Yes, most of the time	23
Yes, all of the time	36
asks me about school.	
No, never	5
Yes, some of the time	14
Yes, most of the time	21
Yes, all of the time	60
asks me about my grades.	
No, never	9
Yes, some of the time	16
Yes, most of the time	21
Yes, all of the time	54

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	14
Alcohol, a full glass	2
Inhalants (to get high)	4
Marijuana	1
None of the above	83
Any of the above	17

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	6
Yes, a little bad	19
Yes, very bad	75
Marijuana	
No, not bad	5
Yes, a little bad	6
Yes, very bad	71
I don't know what marijuana is	19

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	1
Ever used an electronic cigarette	5

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	4
Yes, a little bad	4
Yes, very bad	92

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	22
Yes	78

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	63
Yes	37

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	60	54
Caring adults in school	59	57
High expectations-adults in school	64	59
Meaningful participation at school	27	21
School Connectedness	59	57
Academic Motivation	41	32

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	86
Listen when teacher is talking[A]	92	90
Nice to other students[A]	90	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 %	Grade 5 Male %
Been Harassed on School Property[A]		
Been hit or pushed	42	53
Mean rumors spread about you	52	49
Been called bad names/mean jokes made about you	53	53
Feels safe at school most/all of the time	76	78

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 %	Grade 5 Male %
Lifetime AOD Use		
Alcohol, one or two sips	13	14
Alcohol, a full glass	1	2
Inhalants (to get high)	3	5
Marijuana	1	1
Any of the above	16	19
Perceived Health Risk[A]		
Alcohol	96	93
Marijuana[B]	96	93

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	3
Part of a cigarette, like one or two puffs	1	2
A whole cigarette	1	1
Electronic cigarette	4	5
Perceived health risk of cigarette smoking[A]	98	95

Notes: Cells are empty if there are less than 25 respondents.
[A]*Combines "A little bad" and "Very bad."*