CALIFORNIA HEALTHY KIDS SURVEY

Foxboro Elementary
Elementary
2018-2019
Main Report

California Department of
EDUCATION

WestEd
WestEd.org

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

This report provides the detailed results for each question from the 2018-19 *California Healthy Kids Survey* (CHKS) for schools within the district. The CHKS, along with its two companion surveys— the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education's *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is 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, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS. The Appendix lists the schools that administered the survey in the district and their response rates.

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; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website (calschls.org), including *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf). The California Safe and Supportive Schools website (californiaS3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Regional Centers offer a Data Workshop 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 to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough

understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The elementary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules, including a Social and Emotional Health Module (SEHM), that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

As outlined in Exhibit 1, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, positive development, and well-being. The primary focus of the survey is assessing student perceptions and experiences related to:

- school climate, connectedness, and learning engagement;
- perceived school safety and frequency of, and reasons for, harassment and bullying at school;
- developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- supports for social-emotional learning and positive behavior; and
- health-related and behavioral learning barriers (e.g., substance use, violence at school, physical health, mental health).

What's New? For 2018-19, the only changes to the survey are the following improvements:

- a new question asking about usual bedtime to assess nighttime sleep quality;
- added a question asking about how often the student feels sad to assess mental health; and
- included a new question asking about the upkeep of school facilities.

Supplementary Social Emotional Health Module (SEHM)

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 35 items that capture the totality of core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Student participation was voluntary, anonymous, and confidential.

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

THE REPORT

The survey results are reported in tables, organized by topic, that provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior). Percentages are rounded to the nearest whole number.

UNDERSTANDING AND USING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. These include 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 Guidebook to Data Use and Dissemination* (data.calschls.org/resources/chks_guidebook_3_datause.pdf).

Representativeness

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 percent. 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 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

CalSCHLS.org contains numerous guidebooks and other resources for using and understanding survey results.

- *CHKS Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (data.calschls.org/resources/chks_guidebook_3_datause.pdf).
- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).

- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).

- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).

- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and Social Emotional Health Module (SEHM) provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.

- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).

- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/about.

- CDE's **California Safe and Supportive Schools** website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#survey_resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS Regional Centers. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified needs. Engage them in developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation.

WestEd staff can conduct a *Data Use Action Planning Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for

meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email CalSCHLS@wested.org.

Compare Results with Other Data

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

- **Staff and Parent Surveys**. If your school district(s) have administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/resources/#survey_resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If the district(s) did not administer these companion surveys, urge them to do so next time.

- **Secondary CHKS Results**. Examine how the results for 5th graders compare with those for 7th, 9th, and 11th graders if your district(s) also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle-school levels might help mitigate problems that are evident among older students.

- **Other Data**. Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

- **Similar District and Statewide Results**. The aggregated results from the 2015-2017 statewide CHKS elementary survey administration can be downloaded from the CalSCHLS website (calschls.org/docs/statewide_1517_elem_chks1.pdf) to help interpret your results. If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS TA Center (888.841.7536) or email calschls@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available through the CalSCHLS Regional Centers to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

School Reports and School Climate Report Cards

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school. Two types of reports are available:

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains (calschls.org/reports-data/#slcr)

District School Climate Report Card

For districts that survey all their schools, a district-level School Climate Report Card can be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

Disaggregated Report

The staff of the CalSCHLS Regional 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.

Additional Analysis of Data

The complete dataset is available electronically for additional analysis (CalSCHLS.org/reports-data). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

Add Questions to Your Next Surveys

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

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (888.841.7536) or email CalSCHLS@wested.org.

Exhibit 1

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

	Student Core	Student Social Emotional Health	Staff Survey	Parent Survey
Student Well-Being				
Academic mindset		✓		
Academic motivation	✓		✓	✓
Academic performance	✓			
Alcohol, tobacco, and drug use	✓		✓	✓
Attendance	✓		✓	
Collaboration		✓		
Empathy		✓		
Gratitude		✓		
Optimism		✓		
Perceived safety	✓		✓	✓
Persistence		✓		
Problem solving		✓		
School connectedness	✓			
Self-efficacy		✓		
Sleep duration (bedtime)	✓			
Social-emotional competencies and health		✓	✓	
Violence and victimization (bullying)	✓		✓	✓
Zest		✓		
School Climate				
Academic rigor and norms			✓	✓
High expectations	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Parent involvement	✓		✓	✓
Quality of physical environment			✓	✓
Relationships among staff			✓	
Relationships among students		✓	✓	✓
Relationships between students and staff	✓		✓	✓
Respect for diversity and cultural sensitivity			✓	✓
Teacher and other supports for learning	✓		✓	✓
School Climate Improvement Practices				
Bullying prevention	✓		✓	✓
Discipline and order (policies, enforcement)	✓		✓	✓
Services and policies to address student needs			✓	
Social-emotional/behavioral supports	✓		✓	✓
Staff supports			✓	

ACKNOWLEDGMENTS

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Cal-Well Module	
C. District Afterschool Module (DASM)	
D. Gang Risk Awareness Module (GRAM)	
E. Military-Connected School Module	X
F. Social Emotional Health Module (SEHM)	
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	93
Final number	60
Response Rate	65%

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[†]	78	A4.4
Academic motivation[†]	88	A4.4
Caring adults in school[†]	84	A4.3
High expectations-adults in school[†]	90	A4.3
Meaningful participation[†]	51	A4.3
Facilities upkeep[†]	72	A4.11
Parent involvement in schooling[†]	87	A8.2
Social and emotional learning supports[†]	85	A5.1
Anti-bullying climate[†]	81	A7.6
School Safety		
Feel safe at school[†]	81	A7.1
Been hit or pushed	32	A7.2
Mean rumors spread about you	25	A7.2
Called bad names or target of mean jokes	28	A7.2
Saw a weapon at school[¶]	8	A7.5
School Disciplinary Environment		
Students well behaved[†]	68	A6.4
Students treated fairly when break rules[†]	70	A6.1
Students treated with respect[†]	88	A6.1
Substance Use and Mental Health		
Alcohol or drug use	18	A9.1
Marijuana use	0	A9.1
Cigarette use	0	A10.1
E-cigarette use	0	A10.1
Experienced sadness[†]	12	A11.4

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

[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

[¶]*Past 12 months.*

3. Demographics

Table A3.1

Gender of Sample

	Grade 5 %
Female	57
Male	43

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	78
1 day	12
2 days	5
3 days	2
4 days	0
5 days	3

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 10 respondents.

4. School Performance, Supports, and Engagements

Table A4.1

Perceived School Performance

	Grade 5 %
One of the best students	12
Better than most students	35
About the same as others	53
Don't do as well as most others	0

Question ES A.23: How well do you do in your schoolwork?
Note: Cells are empty if there are less than 10 respondents.

Table A4.2

Truancy, Past 30 Days

	Grade 5 %
I did not miss any days of school	60
1 day	15
2 days	12
3 or more days	13

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

Table A4.3

School Environment Scales

	Grade 5 %	Table
Total school supports		
Average reporting "Yes, most of the time" or "Yes, all of the time"	77	
High	73	
Moderate	27	
Low	0	
Caring adults in school		A4.5
Average reporting "Yes, most of the time" or "Yes, all of the time"	84	
High	74	
Moderate	26	
Low	0	
High expectations-adults in school		A4.6
Average reporting "Yes, most of the time" or "Yes, all of the time"	90	
High	82	
Moderate	18	
Low	0	
Meaningful participation at school		A4.7
Average reporting "Yes, most of the time" or "Yes, all of the time"	51	
High	12	
Moderate	80	
Low	8	

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

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

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

Table A4.4

School Connectedness and Academic Motivation Scales

	Grade 5 %	Table
School connectedness		A4.8
Average reporting "Yes, most of the time" or "Yes, all of the time"	78	
High	58	
Moderate	42	
Low	0	
Academic motivation		A4.9
Average reporting "Yes, most of the time" or "Yes, all of the time"	88	
High	43	
Moderate	37	
Low	20	

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

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

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

School Connectedness (High: >3; Moderate: ≥ 2 and ≤ 3; Low: < 2).

Academic Motivation (High: > 3.5; Moderate: ≥ 3 and ≤ 3.5; Low: < 3).

Table A4.5

Caring Adults in School Scale Questions

	Grade 5 %
Caring adults in school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	84
Do the teachers and other grown-ups at school...	
care about you?	
No, never	0
Yes, some of the time	8
Yes, most of the time	22
Yes, all of the time	70
listen when you have something to say?	
No, never	2
Yes, some of the time	7
Yes, most of the time	37
Yes, all of the time	54
make an effort to get to know you?	
No, never	0
Yes, some of the time	31
Yes, most of the time	34
Yes, all of the time	36

Question ES A.16, 24, 27: 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?... Do the teachers and other grown-ups at school make an effort to get to know you?

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

Table A4.6

High Expectations-Adults in School Scale Questions

	Grade 5 %
High expectations-adults in school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	90
Do the teachers and other grown-ups at school...	
tell you when you do a good job?	
No, never	0
Yes, some of the time	17
Yes, most of the time	26
Yes, all of the time	57
believe that you can do a good job?	
No, never	0
Yes, some of the time	10
Yes, most of the time	17
Yes, all of the time	73
want you to do your best?	
No, never	0
Yes, some of the time	0
Yes, most of the time	10
Yes, all of the time	90

Question ES A.17, 25, 28: 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? 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 A4.7

Meaningful Participation at School Scale Questions

	Grade 5 %
Meaningful participation at school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	51
Are you given a chance to help decide school activities or rules?	
No, never	27
Yes, some of the time	53
Yes, most of the time	12
Yes, all of the time	8
Do the teachers and other grown-ups at school ask you about your ideas?	
No, never	12
Yes, some of the time	35
Yes, most of the time	42
Yes, all of the time	12
Do the teachers and other grown-ups give you a chance to solve school problems?	
No, never	3
Yes, some of the time	25
Yes, most of the time	38
Yes, all of the time	33
Do you get to do interesting activities at school?	
No, never	0
Yes, some of the time	27
Yes, most of the time	37
Yes, all of the time	37

Question ES A.15, 18-20: Are you given a chance to help decide school activities or rules?... 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 A4.7

Meaningful Participation at School Scale Questions – Continued

	Grade 5 %
Are you given a chance to help decide class activities or rules?	
No, never	15
Yes, some of the time	50
Yes, most of the time	25
Yes, all of the time	10
Do your teachers ask you what you want to learn about?	
No, never	45
Yes, some of the time	35
Yes, most of the time	18
Yes, all of the time	2
Do you do things to be helpful at school?	
No, never	0
Yes, some of the time	18
Yes, most of the time	43
Yes, all of the time	38

Question ES A.21, 22, 26: Are you given a chance to help decide class activities or rules?... Do your teachers ask you what you want to learn about?... Do you do things to be helpful at school?

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

Table A4.8
School Connectedness Scale Questions

	Grade 5 %
School connectedness	
Average reporting "Yes, most of the time" or "Yes, all of the time"	78
Do you feel close to people at school?	
No, never	8
Yes, some of the time	28
Yes, most of the time	45
Yes, all of the time	18
Are you happy to be at this school?	
No, never	0
Yes, some of the time	22
Yes, most of the time	31
Yes, all of the time	47
Do you feel like you are part of this school?	
No, never	2
Yes, some of the time	15
Yes, most of the time	30
Yes, all of the time	53
Do teachers treat students fairly at school?	
No, never	5
Yes, some of the time	10
Yes, most of the time	22
Yes, all of the time	63
Do you feel safe at school?	
No, never	0
Yes, some of the time	19
Yes, most of the time	34
Yes, all of the time	47

Question ES A.8-10, 13, 58: Do you feel close to people at school?... Are you happy to be at this school?... Do you feel like you are part of this school?... Do teachers treat students fairly at school?... Do you feel safe at school?
Note: Cells are empty if there are less than 10 respondents.

Table A4.9

Academic Motivation Scale Questions

	Grade 5 %
Academic motivation	
Average reporting "Yes, most of the time" or "Yes, all of the time"	88
Do you finish all your class assignments?	
No, never	0
Yes, some of the time	14
Yes, most of the time	53
Yes, all of the time	34
When you get a bad grade, do you try even harder the next time?	
No, never	0
Yes, some of the time	5
Yes, most of the time	22
Yes, all of the time	73
Do you keep working and working on your schoolwork until you get it right?	
No, never	0
Yes, some of the time	17
Yes, most of the time	37
Yes, all of the time	47
Do you keep doing your classwork even when it's really hard for you?	
No, never	0
Yes, some of the time	15
Yes, most of the time	20
Yes, all of the time	65

Question ES A.41-44: Do you finish all your class assignments?... When you get a bad grade, do you try even harder the next time?... Do you keep working and working on your schoolwork until you get it right?... Do you keep doing your classwork even when it's really hard for you?

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

Table A4.10

School Pride

	Grade 5 %
Do you feel proud to belong to your school?	
No, never	0
Yes, some of the time	12
Yes, most of the time	27
Yes, all of the time	62

Question ES A.11: Do you feel proud to belong to your school?
Note: Cells are empty if there are less than 10 respondents.

Table A4.11

Quality of School Physical Environment

	Grade 5 %
Is your school building neat and clean?	
No, never	2
Yes, some of the time	27
Yes, most of the time	63
Yes, all of the time	8

Question ES A.14: Is your school building neat and clean?
Note: Cells are empty if there are less than 10 respondents.

5. Supports for Learning at School

Table A5.1

Social and Emotional Learning Supports Scale Questions

	Grade 5 %
Social and emotional learning supports	
Average reporting "Yes, most of the time" or "Yes, all of the time"	85
Does your school...	
help students resolve conflicts with one another?	
No, never	2
Yes, some of the time	15
Yes, most of the time	42
Yes, all of the time	42
teach students to understand how other students think and feel?	
No, never	3
Yes, some of the time	17
Yes, most of the time	33
Yes, all of the time	47
teach students to feel responsible for how they act?	
No, never	0
Yes, some of the time	13
Yes, most of the time	25
Yes, all of the time	62
teach students to care about each other and treat each other with respect?	
No, never	3
Yes, some of the time	8
Yes, most of the time	8
Yes, all of the time	80

Question ES A.34-37: Does your school help students resolve conflicts with one another?... Does your school teach students to understand how other students think and feel?... Does your school teach students to feel responsible for how they act?... Does your school teach students to care about each other and treat each other with respect? Note: Cells are empty if there are less than 10 respondents.

Table A5.2

Students at School Motivated to Learn

	Grade 5 %
No, never	3
Yes, some of the time	32
Yes, most of the time	48
Yes, all of the time	17

Question ES A.12: Are the students at your school motivated to learn?

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

6. Fairness, Rule Clarity, and Positive Student Behavior

Table A6.1

Fairness Scale Questions

	Grade 5 %
Fairness	
Average reporting "Yes, most of the time" or "Yes, all of the time"	80
Do teachers treat students fairly at school?	
No, never	5
Yes, some of the time	10
Yes, most of the time	22
Yes, all of the time	63
Are the school rules fair?	
No, never	2
Yes, some of the time	22
Yes, most of the time	39
Yes, all of the time	37
Do teachers and other grown-ups at school treat students with respect?	
No, never	0
Yes, some of the time	12
Yes, most of the time	17
Yes, all of the time	72
Are students treated fairly when they break school rules?	
No, never	17
Yes, some of the time	13
Yes, most of the time	33
Yes, all of the time	37

Question ES A.13, 29-31: Do teachers treat students fairly at school?... 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?
Note: Cells are empty if there are less than 10 respondents.

Table A6.2

Clarity of Rules

	Grade 5 %
Do students know what the rules are?	
No, never	0
Yes, some of the time	13
Yes, most of the time	42
Yes, all of the time	45

Question ES A.33: Do students know what the rules are?

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

Table A6.3
Positive Behavior Scale Questions

	Grade 5 %
Positive behavior	
Average reporting "Yes, most of the time" or "Yes, all of the time"	96
Do you follow the classroom rules?	
No, never	0
Yes, some of the time	3
Yes, most of the time	28
Yes, all of the time	68
Do you follow the playground rules at recess and lunch times?	
No, never	2
Yes, some of the time	5
Yes, most of the time	27
Yes, all of the time	67
Do you listen when your teacher is talking?	
No, never	0
Yes, some of the time	3
Yes, most of the time	45
Yes, all of the time	52
Are you nice to other students?	
No, never	0
Yes, some of the time	2
Yes, most of the time	30
Yes, all of the time	68

Question ES A.45-48: Do you follow the classroom rules?... Do you follow the playground rules at recess and lunch times?... Do you listen when your teacher is talking?... Are you nice to other students?
Notes: Cells are empty if there are less than 10 respondents.

Table A6.4

Students at School Well Behaved

	Grade 5 %
Are students at this school well behaved?	
No, never	2
Yes, some of the time	31
Yes, most of the time	64
Yes, all of the time	3

Question ES A.32: Are students at this school well behaved?

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	0
Yes, some of the time	19
Yes, most of the time	34
Yes, all of the time	47
Do you feel safe on your way to and from school?	
No, never	2
Yes, some of the time	5
Yes, most of the time	25
Yes, all of the time	68

Question ES A.58, 59: 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
Violence Victimization Scale Questions

	Grade 5 %
Violence victimization	
Average reporting "Yes"	28
Do other kids hit or push you at school when they are not just playing around?	
No, never	68
Yes, some of the time	27
Yes, most of the time	5
Yes, all of the time	0
Do other kids at school spread mean rumors or lies about you?	
No, never	75
Yes, some of the time	20
Yes, most of the time	2
Yes, all of the time	3
Do other kids at school call you bad names or make mean jokes about you?	
No, never	72
Yes, some of the time	22
Yes, most of the time	7
Yes, all of the time	0

Question ES A.52, 53, 55: 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

Been Teased About Body Image

	Grade 5 %
No	83
Yes	17

Question ES A.61: 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.

Table A7.4

Violence Perpetration Scale Questions

	Grade 5 %
Violence perpetration	
Average reporting "1 or more times"	24
Have hit or pushed other kids	
0 times	77
1 time	15
2 times	5
3 or more times	3
Have said mean things about other students or called them bad names	
0 times	62
1 time	33
2 times	3
3 or more times	2
Have spread mean rumors about other kids	
0 times	90
1 time	5
2 times	3
3 or more times	2

Question ES A.49-51: 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 A7.5

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

	Grade 5 %
Brought a gun or knife to school	
No	100
Yes	0
Saw another kid with a gun or knife at school	
No	92
Yes	8

Question ES A.54, 56: 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 A7.6
Anti-Bullying Climate Scale Questions

	Grade 5 %
Anti-bullying climate	
Average reporting "Yes, most of the time" or "Yes, all of the time"	81
Teachers and other grown-ups make it clear that bullying is not allowed.	
No, never	0
Yes, some of the time	5
Yes, most of the time	3
Yes, all of the time	92
If you tell a teacher that you've been bullied, the teacher will do something to help.	
No, never	2
Yes, some of the time	14
Yes, most of the time	22
Yes, all of the time	63
Students at your school try to stop bullying when they see it happening.	
No, never	7
Yes, some of the time	29
Yes, most of the time	31
Yes, all of the time	34

Question ES A.38-40: 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.

8. Home Supports and Involvement in Schooling

Table A8.1

High Expectations-Adults at Home Scale Questions

	Grade 5 %
High expectations-adults at home	
Average reporting "Yes, most of the time" or "Yes, all of the time"	100
Does a parent or some other grown-up at home...	
believe that you can do a good job?	
No, never	0
Yes, some of the time	0
Yes, most of the time	7
Yes, all of the time	93
want you to do your best?	
No, never	0
Yes, some of the time	0
Yes, most of the time	2
Yes, all of the time	98

Question ES A.72, 73: 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 Involvement in Schooling Scale Questions

	Grade 5 %
Parent involvement in schooling	
Average reporting "Yes, most of the time" or "Yes, all of the time"	87
Does a parent or some other grown-up at home...	
care about your schoolwork?	
No, never	0
Yes, some of the time	0
Yes, most of the time	10
Yes, all of the time	90
ask if you did your homework?	
No, never	0
Yes, some of the time	2
Yes, most of the time	15
Yes, all of the time	83
check your homework?	
No, never	3
Yes, some of the time	15
Yes, most of the time	30
Yes, all of the time	52
ask you about school?	
No, never	2
Yes, some of the time	7
Yes, most of the time	23
Yes, all of the time	68
ask you about your grades?	
No, never	5
Yes, some of the time	30
Yes, most of the time	18
Yes, all of the time	47

Question ES A.71, 74-77: 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	17
Alcohol, a full glass	0
Inhalants (to get high)	2
Marijuana (smoke, vape, eat, or drink)	0
None of the above	82
Any of the above	18

Question ES A.64-66: Have you ever drunk beer, wine, or other alcohol?... Have you ever sniffed something through your nose to get "high?"... Have you ever used any marijuana (smoke, vape, eat, or drink)?
Note: Cells are empty if there are less than 10 respondents.

Table A9.2

Perception of Health Risk of Alcohol and Marijuana Use

	Grade 5 %
Alcohol	
No, not bad	12
Yes, a little bad	46
Yes, very bad	42
Marijuana (smoke, vape, eat, or drink)	
No, not bad	2
Yes, a little bad	3
Yes, very bad	58
I don't know what marijuana is	37

Question ES A.69, 70: Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?... Do you think using marijuana (smoke, vape, eat, or drink) is bad for a person's health?
Note: Cells are empty if there are less than 10 respondents.

10. Tobacco Use

Table A10.1

Use of Cigarettes and E-Cigarettes, Lifetime

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

Question ES A.62, 63: Have you ever smoked a cigarette?... Have you ever used an electronic cigarette, e-cigarette, hookah pen, or other vaping device?

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

Table A10.2

Perception of Health Risk of Cigarette and Electronic Cigarette Use

	Grade 5 %
Do you think smoking cigarettes is bad for a person's health?	
No, not bad	0
Yes, a little bad	8
Yes, very bad	92
Do you think using an electronic cigarette, e-cigarette, hookah pen, or other vaping device is bad for a person's health?	
No, not bad	0
Yes, a little bad	14
Yes, very bad	86

Question ES A.67, 68: Do you think smoking cigarettes is bad for a person's health?... Do you think using an electronic cigarette, e-cigarette, hookah pen, or other vaping device is bad for a person's health?.

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

11. Other Physical and Mental Health Risks

Table A11.1
Frequency of Being Home Alone

	Grade 5 %
No, never	53
Yes, some of the time	43
Yes, most of the time	2
Yes, all of the time	2

Question ES A.57: Are you home alone after school?
Note: Cells are empty if there are less than 10 respondents.

Table A11.2
Bedtime

	Grade 5 %
Before 7:00 pm	2
7:00-7:59 pm	2
8:00-8:59 pm	40
9:00-9:59 pm	48
10:00-10:59 pm	7
11:00-11:59 pm	0
After 12:00 am	2

Question ES A.7: What time do you usually go to bed on nights before you go to school?
Note: Cells are empty if there are less than 10 respondents.

Table A11.3
Breakfast Consumption

	Grade 5 %
No	12
Yes	88

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

Table A11.4
Experienced Sadeness

	Grade 5 %
No, never	35
Yes, some of the time	53
Yes, most of the time	5
Yes, all of the time	7

Question ES A.60: Do you feel sad?

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

12. Gender Breakdowns

Table A12.1

Key Indicators of School Climate and Student Well-Being by Gender

	Grade 5	
	Female	Male
	%	*%*
School Engagement and Supports		
School connectedness[†]	82	74
Academic motivation[†]	89	86
Total school supports[†]	78	74
Caring adults in school[†]	85	83
High expectations-adults in school[†]	90	91
Meaningful participation at school[†]	57	43
Facilities upkeep[†]	74	69
Parent involvement in schooling[†]	88	87
Social and emotional learning supports[†]	89	79
Anti-bullying climate[†]	84	77
School Safety		
Feel safe at school[†]	82	80
Been hit or pushed[†]	32	31
Mean rumors spread about you[†]	24	27
Called bad names or target of mean jokes[†]	29	27
Saw a weapon at school[§]	9	8

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

[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

[§]*Past 12 months.*

Table A12.1

Key Indicators of School Climate and Student Well-Being by Gender – Continued

	Grade 5	
	Female %	Male %
School Disciplinary Environment		
Students well behaved[†]	67	69
Students treated fairly when break rules[†]	74	65
Students treated with respect[†]	88	88
Substance Use and Mental Health		
Alcohol or drug use	12	27
Marijuana use	0	0
Cigarette use	0	0
E-cigarette use	0	0
Experienced sadness[†]	15	8

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

[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A12.2

Student Positive Behavior by Gender

	Grade 5	
	Female %	Male %
Positive behavior[†]	100	91
Follow classroom rules[†]	100	92
Follow playground rules[†]	100	85
Listen when teacher is talking[†]	100	92
Nice to other students[†]	100	96

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

[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A12.3

School Safety-Related Indicators by Gender

	Grade 5	
	Female %	Male %
Been harassed on school property[B]		
Been hit or pushed	32	31
Mean rumors spread about you	24	27
Been called bad names/mean jokes made about you	29	27
Feels safe at school most/all of the time	82	80

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

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

Table A12.4

Selected Alcohol and Drug Use Measures by Gender

| | Grade 5 | |
	Female %	Male %
Lifetime AOD Use		
Alcohol, one or two sips	12	23
Alcohol, a full glass	0	0
Inhalants (to get high)	0	4
Marijuana	0	0
Any of the above	12	27
Perceived Health Risk[C]		
Alcohol	94	81
Marijuana[D]	100	94

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

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

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

Table A12.5

Selected Tobacco Measures by Gender

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

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

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

Military Connected School Module

1. Module Sample

Table E1.1
Student Sample for Military Module

	Grade 5
Student Sample Size	
Target sample	93
Final number	60
Response Rate	65%

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	57
Yes	33
Don't know	10
Do you have someone in your family who is in the military now or sometime in the last 10 years?	
No	39
Yes	42
Don't know	19
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	57
Father	10
Mother	0
Brother or sister	5
Grandparent or other relative	20
Don't know	12

Question ES E.78, 79, 101: 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 10 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	18
A little true	28
Pretty much true	23
Very much true	23
Don't know	7

Question ES E.81: I feel that I have more responsibilities at home (like chores) than my friends.
Note: Cells are empty if there are less than 10 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	8
A little true	38
Pretty much true	33
Very much true	8
Don't know	12

Question ES E.83: I know how to solve problems in my life better than most of my friends.
Note: Cells are empty if there are less than 10 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	0
A little true	3
Pretty much true	23
Very much true	62
Don't know	12
I felt welcomed when I came to this school.	
Not at all true	0
A little true	12
Pretty much true	23
Very much true	63
Don't know	2
I have a hard time paying attention in school.	
Not at all true	36
A little true	46
Pretty much true	12
Very much true	0
Don't know	7

Question ES E.85-87: 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 10 respondents.

Table E4.1

School Belongingness and Participation - Continued

	Grade 5 %
My parents help me with my school work.	
Not at all true	3
A little true	15
Pretty much true	14
Very much true	66
Don't know	2
My parents come to school to meet my teachers or to attend events.	
Not at all true	2
A little true	19
Pretty much true	34
Very much true	42
Don't know	3

Question ES E.88, 89: 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 10 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	14
Pretty much true	7
Very much true	2
Don't know	2

Question ES E.91: I have a hard time making friends because I have to change schools often.

Note: Cells are empty if there are less than 10 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	3
Pretty much true	17
Very much true	80
Don't know	0

Question ES E.80: I feel proud of my family.
Note: Cells are empty if there are less than 10 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	3
A little of the time	10
Some of the time	22
Most of the time	37
All of the time	27
Don't know	2
feel happy in the last 30 days?	
None of the time	0
A little of the time	7
Some of the time	15
Most of the time	41
All of the time	36
Don't know	2

Question ES E.92, 93: 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 10 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	2
A little of the time	5
Some of the time	8
Most of the time	22
All of the time	59
Don't know	3
feel excited in the last 30 days?	
None of the time	3
A little of the time	14
Some of the time	20
Most of the time	31
All of the time	29
Don't know	3

Question ES E.97, 100: 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 10 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	32
Some of the time	17
Most of the time	8
All of the time	3
Don't know	2
feel like nothing makes you happy in the last 30 days?	
None of the time	54
A little of the time	27
Some of the time	3
Most of the time	7
All of the time	0
Don't know	8
feel like it is hard to sit still in the last 30 days?	
None of the time	39
A little of the time	34
Some of the time	8
Most of the time	3
All of the time	10
Don't know	5

Question ES E.94-96: 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 10 respondents.

Table E5.3

Negative Affect - Continued

How often did you...	Grade 5 %
feel nervous in the last 30 days?	
None of the time	31
A little of the time	49
Some of the time	15
Most of the time	2
All of the time	0
Don't know	3
feel that you do not have much hope in the last 30 days?	
None of the time	61
A little of the time	29
Some of the time	2
Most of the time	3
All of the time	2
Don't know	3

Question ES E.98, 99: 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 10 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	61
Changed once	14
Twice	12
Three times	5
Four times	2
More than four times	3
Don't know	3

Question ES E.90: How many times did you have to change your school because you moved away?
Note: Cells are empty if there are less than 10 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	45
Once	10
Twice or more	23
Don't know	22

Question ES E.102: 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 10 respondents.

Table E6.3
Travel Experience

	Grade 5 %
I have traveled a lot and have seen many interesting places.	
Not at all true	3
A little true	18
Pretty much true	30
Very much true	45
Don't know	3

Question ES E.82: I have traveled a lot and have seen many interesting places.

Note: Cells are empty if there are less than 10 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	18
Pretty much true	12
Very much true	8
Don't know	13

Question ES E.84: 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 10 respondents.

8. Disaggregated Results by Military-Connected Family Status

Table E8.1

Student Sample for Military Connected School Module, by Military-Connected Family Status

	Grade 5
Student Sample	
Military-connected family	6
Non-military-connected family (other)	54

Notes: Military-connected students are respondents who report that either or both their father or/and mother is currently in the military. Non-military-connected or other students are respondents who provide data to the Military Connected School Module but indcate that neither their father nor mother is currently in the military.

Table E8.2

Perceived Responsibilities by Military-Connected Family Status

	Grade 5	
	Mil. %	Other %
I feel that I have more responsibilities at home than my friends.		
Not at all true		19
A little true		26
Pretty much true		24
Very much true		24
Don't know		7

Question ES E.81: I feel that I have more responsibilities at home (like chores) than my friends.
Note: Cells are empty if there are less than 10 respondents.

Table E8.3

Perceived Internal Strength by Military-Connected Family Status

	Grade 5	
	Mil. %	Other %
I know how to solve problems in my life better than most of my friends.		
Not at all true		9
A little true		37
Pretty much true		35
Very much true		7
Don't know		11

Question ES E.83: I know how to solve problems in my life better than most of my friends.
Note: Cells are empty if there are less than 10 respondents.

Table E8.4

School Belongingness and Participation by Military-Connected Family Status

| | Grade 5 | |
	Mil. %	Other %
Adults in this school respect my family.		
Not at all true		0
A little true		4
Pretty much true		24
Very much true		63
Don't know		9
I felt welcomed when I came to this school.		
Not at all true		0
A little true		13
Pretty much true		20
Very much true		65
Don't know		2
I have a hard time paying attention in school.		
Not at all true		36
A little true		45
Pretty much true		11
Very much true		0
Don't know		8

Question ES E.85-87: 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 10 respondents.

Table E8.4

School Belongingness and Participation by Military-Connected Family Status - Continued

	Grade 5	
	Mil. %	Other %
My parents help me with my school work.		
Not at all true		0
A little true		17
Pretty much true		13
Very much true		68
Don't know		2
My parents come to school to meet my teachers or to attend events.		
Not at all true		0
A little true		21
Pretty much true		34
Very much true		42
Don't know		4

Question ES E.88, 89: 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 10 respondents.

Table E8.5

Peer Difficulties by Military-Connected Family Status

| | Grade 5 | |
	Mil. %	Other %
I have a hard time making friends because I have to change schools often.		
Not at all true		79
A little true		9
Pretty much true		8
Very much true		2
Don't know		2

Question ES E.91: I have a hard time making friends because I have to change schools often.
Note: Cells are empty if there are less than 10 respondents.

Table E8.6

Family Pride by Military-Connected Family Status

| | Grade 5 | |
	Mil. %	Other %
I feel proud of my family.		
Not at all true		0
A little true		4
Pretty much true		17
Very much true		80
Don't know		0

Question ES E.80: I feel proud of my family.
Note: Cells are empty if there are less than 10 respondents.

Table E8.7

Positive Affect by Military-Connected Family Status

| | Grade 5 | |
	Mil. %	Other %
How often did you...		
feel full of energy in the last 30 days?		
None of the time		2
A little of the time		11
Some of the time		22
Most of the time		39
All of the time		24
Don't know		2
feel happy in the last 30 days?		
None of the time		0
A little of the time		6
Some of the time		17
Most of the time		40
All of the time		36
Don't know		2

Question ES E.92, 93: 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 10 respondents.

Table E8.7

Positive Affect by Military-Connected Family Status - Continued

	Grade 5	
	Mil. %	Other %
How often did you...		
feel good about life in the last 30 days?		
None of the time		2
A little of the time		4
Some of the time		9
Most of the time		22
All of the time		59
Don't know		4
feel excited in the last 30 days?		
None of the time		2
A little of the time		15
Some of the time		20
Most of the time		30
All of the time		30
Don't know		4

Question ES E.97, 100: 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 10 respondents.

Table E8.8

Negative Affect by Military-Connected Family Status

	Grade 5	
	Mil. %	Other %
How often did you...		
feel like everything is hard to do in the last 30 days?		
None of the time		39
A little of the time		30
Some of the time		19
Most of the time		7
All of the time		4
Don't know		2
feel like nothing makes you happy in the last 30 days?		
None of the time		54
A little of the time		28
Some of the time		2
Most of the time		7
All of the time		0
Don't know		9

Question ES E.94-95: 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?
Note: Cells are empty if there are less than 10 respondents.

Table E8.8

Negative Affect by Military-Connected Family Status - Continued

| | Grade 5 | |
	Mil. %	Other %
How often did you...		
feel like it is hard to sit still in the last 30 days?		
None of the time		41
A little of the time		35
Some of the time		9
Most of the time		4
All of the time		7
Don't know		4
feel nervous in the last 30 days?		
None of the time		31
A little of the time		46
Some of the time		17
Most of the time		2
All of the time		0
Don't know		4

Question ES E.96, 98: How often did you... feel like it is hard to sit still in the last 30 days?... feel nervous in the last 30 days?
Note: Cells are empty if there are less than 10 respondents.

Table E8.8

Negative Affect by Military-Connected Family Status - Continued

	Grade 5	
	Mil. %	Other %
How often did you...		
feel that you do not have much hope in the last 30 days?		
None of the time		59
A little of the time		30
Some of the time		2
Most of the time		4
All of the time		2
Don't know		4

Question ES E.99: How often did you... feel that you do not have much hope in the last 30 days?
Note: Cells are empty if there are less than 10 respondents.

Table E8.9

Family Relocation and Impact on Schooling by Military-Connected Family Status

| | Grade 5 | |
| | Mil. | Other |
	%	%
How many times did you have to change your school because you moved away?		
I did not change school because I moved		64
Changed once		15
Twice		9
Three times		6
Four times		2
More than four times		2
Don't know		2

Question ES E.90: How many times did you have to change your school because you moved away?
Note: Cells are empty if there are less than 10 respondents.

Table E8.10

Deployment of Family Members, Past 10 Years by Military-Connected Family Status

	Grade 5	
	Mil. %	Other %
How many times in the last 10 years did any member of your family leave home and serve (deploy) outside the USA?		
Never		50
Once		11
Twice or more		15
Don't know		24

Question ES E.102: 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 10 respondents.

Table E8.11

Travel Experience by Military-Connected Family Status

	Grade 5	
	Mil. %	Other %
I have traveled a lot and have seen many interesting places.		
Not at all true		4
A little true		20
Pretty much true		31
Very much true		41
Don't know		4

Question ES E.82: I have traveled a lot and have seen many interesting places.
Note: Cells are empty if there are less than 10 respondents.

Table E8.12

Desire to Join Military by Military-Connected Family Status

	Grade 5	
	Mil. %	Other %
When I grow up I would like to join the military.		
Not at all true		50
A little true		17
Pretty much true		11
Very much true		7
Don't know		15

Question ES E.84: 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 10 respondents.