CALIFORNIA HEALTHY KIDS SURVEY

Disaggregated Report by Military-Connected Students

Elementary
2017-2018

Travis Unified

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PREFACE

HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results for each question from this school/district's *2017–2018 California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys–*California School Staff Survey* (CSSS) for staff and the *California School Parent Survey* (CSPS)–is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Survey* (CalSCHLS) System, the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS at the elementary level.

These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments for students, staff, and parents; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, 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 survey website (chks.wested.org), including Helpful Resources for Local Control and Accountability Plans (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf). The California Safe and Supportive Schools website (californias3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Technical Assistance Center offers a Data Workshop to help identify local needs and develop action plans to meet those needs (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;

- The level of which students experience developmentally supportive caring adult relationships, high expectations, and opportunities for meaningful participation at school, three fundamental developmental supports (protective factors) that promote positive academic outcomes;

- 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 2017-18, the only changes to the survey are the following improvements:

- A new question on the frequency of school attendance;

- An expansion of the scale asking about opportunities for meaningful participation in the school;

- An expansion of the existing marijuana use question to refer to eating or drinking it as well as smoking; and

- A new question on attitudes toward e-cigarette use.

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.

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. 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 off 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. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the CHKS Data Use and Dissemination Guidebook (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).

Sample Characteristics

Among the most important factors affecting the quality of survey results is the level of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70%. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between the time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

The CHKS website contains numerous guidebooks and other tools 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 (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).

- CHKS **factsheets** (chks.wested.org/using-results/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.

- *Making Sense of School Climate* provides a discussion of all the CalSCHLS survey items that relate to school climate (download californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf).

- *Helpful Resources for Local Control and Accountability Plans* (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (chks.wested.org/training-support/workshops-presentations).

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

- 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.

NEXT STEPS

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

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

First and foremost, engage students, staff, parents, and community stakeholders in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the identified needs and into the development of a detailed action plan. This communicates to stakeholders that you value their input into how to improve the schools and gives them an opportunity for meaningful participation. This helps enhance pupil engagement and parent involvement, two LCAP priorities. Their input, in turn, will help in identifying school needs and developing an effective response. 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.

Compare Results with Other Data

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

- **Staff and Parent Surveys**. The results of this student survey should be compared to those obtained from the CalSCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences. If you did not administer these companion surveys, consider doing so next time.

- **Elementary School Results**. The elementary results should also be compared to the middle and high school results 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 for elementary students that might mitigate future problems when they transition into middle school. Vice versa, making middle schools aware of the results from elementary schools may help them better prepare for future challenges they may face.

- **Other Data**. CHKS results will also be enriched if analyzed in the context of other data typically collected by schools that relate to the variables assessed. For example, are the data self-reported by students consistent with what you know from discipline referrals, school vandalism costs, and behavioral observations in classrooms.

Data Workshop

To assist in your review of the survey results, you can request the CalSCHLS TA 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 (call 888.841.7536) or email schoolclimate@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 (additional fees apply) are available through the CalSCHLS TA Center 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

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies).

Disaggregated Report

The staff of the Regional TA Centers can produce reports that show how results vary by subgroups. For example, what are the characteristics of youth who are low in perceived safety, school connectedness, or academic motivation compared those who are high? This is particularly important given the LCAP requirements to address these needs. This helps in understanding the meaning of the results and developing interventions that target groups most in need.

Analyze Dataset

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis from the CalSCHLS TA Center as a custom service.

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.

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		✓		
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	✓		✓	✓
Conflict resolution	✓		✓	
Discipline and order (policies, enforcement)	✓		✓	✓
Services and policies to address student needs			✓	
Social-emotional/behavioral supports	✓		✓	✓
Staff supports			✓	

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Cal-Well Module	
C. District After-School Module (DASM)	
D. Gang Risk Awareness Module (GRAM)	
E. Military Connected School Module	X
F. Social Emotional Health Module	
G. Supplemental Health Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Mil. Grade 5	Other Grade 5
Student Sample Size		
Final number	84	127

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Mil. %	Other %	Table
School Engagement and Supports			
School connectedness[†]	42	41	A4.4
Academic motivation[†]	61	54	A4.4
Caring adult relationships[†]	51	51	A4.3
High expectations[†]	52	54	A4.3
Meaningful participation[†]	15	18	A4.3
School Safety			
Feel safe at school[‡]	83	76	A7.1
Been hit or pushed	48	44	A7.2
Mean rumors spread about you	41	48	A7.2
Been called bad names or mean jokes made about you	43	55	A7.2
Saw a weapon at school[§]	12	14	A7.4
Disciplinary Environment			
Students well-behaved[‡]	52	44	A6.2
Students treated fairly when break school rules[‡]	63	61	A6.1
Students treated with respect[‡]	90	80	A6.1
Lifetime Substance Use			
Alcohol or drug use	20	15	A9.1
Cigarette smoking	2	3	A10.1
E-cigarette	2	2	A10.1

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

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

[‡]*Combines "Most of the time" and "All of the time."*

[§]*Past 12 months.*

3. Demographics

Table A3.1

Gender of Sample

	Mil. %	Other %
Female	51	53
Male	49	47

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 After School Program

	Mil. %	Other %
0 days	68	63
1 day	1	6
2 days	23	24
3 days	0	2
4 days	0	0
5 days	8	5

Question ES A.6: How many days a week do you usually go to your school's after school program?
Note: Cells are empty if there are less than 10 respondents.

4. School Performance, Supports, and Engagements

Table A4.1

Perceived School Performance

	Mil. %	Other %
One of the best students	17	16
Better than most students	25	26
About the same as others	50	47
Don't do as well as most others	8	11

Question ES A.21: 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

	Mil. %	Other %
I did not miss any days of school	63	58
1 day	21	21
2 days	7	9
3 or more days	8	12

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

	Mil. %	Other %	Table
Total school supports			
Average Reporting "Yes, all of the time"	40	41	
High	54	51	
Moderate	45	46	
Low	1	3	
Caring adults in school			
Average Reporting "Yes, all of the time"	51	51	A4.5
High	58	60	
Moderate	40	38	
Low	2	2	
High expectations-adults in school			
Average Reporting "Yes, all of the time"	52	54	A4.6
High	57	55	
Moderate	40	44	
Low	2	1	
Meaningful participation at school			
Average Reporting "Yes, all of the time"	15	18	A4.7
High	13	15	
Moderate	57	60	
Low	30	24	

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

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

Table A4.4

School Connectedness and Academic Motivation Scales

	Mil. %	Other %	Table
School Connectedness			A4.8
Average Reporting "Yes, all of the time"	42	41	
High	51	54	
Moderate	49	41	
Low	0	5	
Academic Motivation			A4.9
Average Reporting "Yes, all of the time"	61	54	
High	50	43	
Moderate	43	41	
Low	7	17	

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

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

Table A4.5
Caring Relationships Scale Questions

	Mil. %	Other %
Caring adults in school		
Average Reporting "Yes, all of the time"	51	51
Do the teachers and other grown-ups at school...		
care about you?		
No, never	1	2
Yes, some of the time	14	17
Yes, most of the time	28	17
Yes, all of the time	57	63
listen when you have something to say?		
No, never	4	1
Yes, some of the time	23	28
Yes, most of the time	27	32
Yes, all of the time	46	39

Question ES A.14, 22: Do the teachers and other grown-ups at school care about you?... Do the teachers and other grown-ups at school listen when you have something to say?

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

Table A4.6
High Expectations Scale Questions

	Mil. %	Other %
High expectations-adults in school		
Average Reporting "Yes, all of the time"	52	54
Do the teachers and other grown-ups at school...		
tell you when you do a good job?		
No, never	4	2
Yes, some of the time	25	28
Yes, most of the time	37	29
Yes, all of the time	35	41
believe that you can do a good job?		
No, never	0	2
Yes, some of the time	11	13
Yes, most of the time	19	17
Yes, all of the time	70	67

Question ES A.15, 23: Do the teachers and other grown-ups at school tell you when you do a good job?... Do the teachers and other grown-ups at school believe that you can do a good job?

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

Table A4.7
Meaningful Participation Scale Questions

	Mil. %	Other %
Opportunities for Meaningful Participation		
Average Reporting "Yes, all of the time"	15	18
Are you given a chance to help decide school activities or rules?		
No, never	36	39
Yes, some of the time	39	39
Yes, most of the time	17	12
Yes, all of the time	8	10
Are you given a chance to help decide class activities or rules?		
No, never	32	28
Yes, some of the time	40	46
Yes, most of the time	21	18
Yes, all of the time	6	8
Do you do things to be helpful at school?		
No, never	1	2
Yes, some of the time	23	24
Yes, most of the time	44	38
Yes, all of the time	32	35

Question ES A.13, 19, 24: Are you given a chance to help decide school activities or rules?... Are you given a chance to help decide class activities or rules?... 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

	Mil. %	Other %
School Connectedness		
Average Reporting "Yes, all of the time"	42	41
Do you feel close to people at school?		
No, never	17	12
Yes, some of the time	36	33
Yes, most of the time	25	31
Yes, all of the time	23	24
Are you happy to be at this school?		
No, never	0	2
Yes, some of the time	19	23
Yes, most of the time	37	38
Yes, all of the time	44	37
Do you feel like you are part of this school?		
No, never	2	6
Yes, some of the time	26	20
Yes, most of the time	26	27
Yes, all of the time	45	46
Do teachers treat students fairly at school?		
No, never	2	2
Yes, some of the time	11	16
Yes, most of the time	32	26
Yes, all of the time	55	57
Do you feel safe at school?		
No, never	2	8
Yes, some of the time	14	15
Yes, most of the time	42	32
Yes, all of the time	42	45

Question ES A.7-9, 12, 56: 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

	Mil. %	Other %
Academic Motivation		
Average Reporting "Yes, all of the time"	61	54
Do you finish all your class assignments?		
No, never	0	1
Yes, some of the time	5	12
Yes, most of the time	46	45
Yes, all of the time	49	42
When you get a bad grade, do you try even harder the next time?		
No, never	0	2
Yes, some of the time	2	6
Yes, most of the time	19	17
Yes, all of the time	79	76
Do you keep working and working on your schoolwork until you get it right?		
No, never	0	4
Yes, some of the time	11	13
Yes, most of the time	38	35
Yes, all of the time	51	48
Do you keep doing your classwork even when it's really hard for you?		
No, never	2	2
Yes, some of the time	6	12
Yes, most of the time	26	35
Yes, all of the time	65	52

Question ES A.39-42: 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

Positive Staff-Student Relationships and Expectations

	Mil. %	Other %
At school, do teachers and other grown-ups...		
make an effort to get to know you?		
No, never	6	8
Yes, some of the time	33	36
Yes, most of the time	30	35
Yes, all of the time	31	20
want you to do your best?		
No, never	0	0
Yes, some of the time	2	7
Yes, most of the time	7	5
Yes, all of the time	90	88

Question ES A.25, 26: Do the teachers and other grown-ups at school make an effort to get to know you?... Do the teachers and other grown-ups at school want you to do your best?

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

Table A4.11

School Pride

	Mil. %	Other %
Do you feel proud to belong to your school?		
No, never	8	6
Yes, some of the time	14	22
Yes, most of the time	25	14
Yes, all of the time	52	59

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

5. Supports for Learning at School

Table A5.1

Supports for Learning

	Mil. %	Other %
Are the students at your school motivated to learn?		
No, never	5	4
Yes, some of the time	42	36
Yes, most of the time	44	46
Yes, all of the time	10	13
Do the teachers and other grown-ups at school ask you about your ideas?		
No, never	13	24
Yes, some of the time	51	43
Yes, most of the time	27	24
Yes, all of the time	8	10
Do the teachers and other grown-ups give you a chance to solve school problems?		
No, never	11	15
Yes, some of the time	27	22
Yes, most of the time	33	34
Yes, all of the time	29	29
Do you get to do interesting activities at school?		
No, never	4	8
Yes, some of the time	23	30
Yes, most of the time	45	35
Yes, all of the time	29	27

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 10 respondents.

Table A5.1

Supports for Learning - Continued

	Mil. %	Other %
Do your teachers ask you what you want to learn about?		
No, never	61	54
Yes, some of the time	31	30
Yes, most of the time	4	11
Yes, all of the time	5	6

Question ES A.20: Do your teachers ask you what you want to learn about?

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

Table A5.2

Supports for Social and Emotional Learning

	Mil. %	Other %
Does your school...		
help students resolve conflicts with one another?		
No, never	7	7
Yes, some of the time	23	28
Yes, most of the time	36	29
Yes, all of the time	34	36
teach students to understand how other students think and feel?		
No, never	1	5
Yes, some of the time	23	26
Yes, most of the time	35	26
Yes, all of the time	41	43
teach students to feel responsible for how they act?		
No, never	1	4
Yes, some of the time	13	22
Yes, most of the time	29	20
Yes, all of the time	57	53
teach students to care about each other and treat each other with respect?		
No, never	2	3
Yes, some of the time	12	16
Yes, most of the time	19	25
Yes, all of the time	66	56

Question ES A.32-35: 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.

6. Disciplinary Environment, Fairness, and Respect

Table A6.1

Clarity of Rules and Fairness

	Mil. %	Other %
Do students know what the rules are?		
No, never	4	0
Yes, some of the time	8	17
Yes, most of the time	46	46
Yes, all of the time	42	37
Are the school rules fair?		
No, never	5	8
Yes, some of the time	24	26
Yes, most of the time	30	34
Yes, all of the time	42	32
Are students treated fairly when they break school rules?		
No, never	11	16
Yes, some of the time	27	23
Yes, most of the time	29	33
Yes, all of the time	34	28
Do teachers and other grown-ups at school treat students with respect?		
No, never	0	2
Yes, some of the time	10	18
Yes, most of the time	35	32
Yes, all of the time	56	49

Question ES A.27-29, 31: Are the school rules fair?... Do teachers and other grown-ups at school treat students with respect?... Are students treated fairly when they break school rules?... Do students know what the rules are? Note: Cells are empty if there are less than 10 respondents.

Table A6.2

Student Positive Behavior

	Mil. %	Other %
Do you follow the classroom rules?		
No, never	1	0
Yes, some of the time	5	9
Yes, most of the time	36	34
Yes, all of the time	58	57
Do you follow the playground rules at recess and lunch times?		
No, never	1	1
Yes, some of the time	7	7
Yes, most of the time	34	32
Yes, all of the time	58	61
Do you listen when your teacher is talking?		
No, never	0	1
Yes, some of the time	5	7
Yes, most of the time	40	47
Yes, all of the time	55	45
Are students at this school well behaved?		
No, never	5	4
Yes, some of the time	43	52
Yes, most of the time	51	42
Yes, all of the time	1	2
Are you nice to other students?		
No, never	0	0
Yes, some of the time	5	2
Yes, most of the time	33	34
Yes, all of the time	63	65

Question ES A.30, 43-46: 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?
Notes: 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

	Mil. %	Other %
Do you feel safe at school?		
No, never	2	8
Yes, some of the time	14	15
Yes, most of the time	42	32
Yes, all of the time	42	45
Do you feel safe on your way to and from school?		
No, never	2	3
Yes, some of the time	8	13
Yes, most of the time	35	24
Yes, all of the time	55	60

Question ES A.56, 57: Do you feel safe at school?... Do you feel safe on your way to and from school?
Note: Cells are empty if there are less than 10 respondents.

Table A7.2

Frequency of Being Harassed on School Property

	Mil. %	Other %
Been hit or pushed		
No, never	52	56
Yes, some of the time	33	31
Yes, most of the time	12	5
Yes, all of the time	4	7
Mean rumors spread about you		
No, never	59	52
Yes, some of the time	29	29
Yes, most of the time	6	10
Yes, all of the time	6	9
Been called bad names or mean jokes made about you		
No, never	57	45
Yes, some of the time	30	38
Yes, most of the time	8	7
Yes, all of the time	5	11

Question ES A.50, 51, 53: 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?

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

Table A7.3

Frequency of Harassing on School Property, Past Year

	Mil. %	Other %
Have hit or pushed other kids		
0 times	75	65
1 time	11	19
2 times	5	8
3 or more times	10	8
Have said mean things about other students or called them bad names		
0 times	75	65
1 time	11	20
2 times	4	9
3 or more times	11	6
Have spread mean rumors about other kids		
0 times	85	88
1 time	12	7
2 times	2	3
3 or more times	1	2

Question ES A.47-49: 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?
Notes: Cells are empty if there are less than 10 respondents.

Table A7.4

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

	Mil. %	Other %
Brought a gun or knife to school		
No	100	100
Yes	0	0
Saw another kid with a gun or knife at school		
No	88	86
Yes	12	14

Question ES A.52, 54: 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?
Notes: Cells are empty if there are less than 10 respondents.

Table A7.5

School Responses to Bullying

	Mil. %	Other %
Teachers and other grown-ups make it clear that bullying is not allowed.		
No, never	2	4
Yes, some of the time	5	7
Yes, most of the time	12	9
Yes, all of the time	81	79
If you tell a teacher that you've been bullied, the teacher will do something to help.		
No, never	1	5
Yes, some of the time	12	17
Yes, most of the time	26	22
Yes, all of the time	61	56
Students at your school try to stop bullying when they see it happening.		
No, never	15	15
Yes, some of the time	25	34
Yes, most of the time	36	31
Yes, all of the time	24	20

Question ES A.36-38: 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?
Notes: Cells are empty if there are less than 10 respondents.

Table A7.6

Frequency of Being Home Alone

	Mil. %	Other %
No, never	58	59
Yes, some of the time	33	29
Yes, most of the time	7	8
Yes, all of the time	1	3

Question ES A.55: Are you home alone after school?
Note: Cells are empty if there are less than 10 respondents.

8. Home Supports and Involvement in Schooling

Table A8.1

High Expectations at Home

	Mil. %	Other %
Does a parent or some other grown-up at home...		
believe that you can do a good job?		
No, never	0	1
Yes, some of the time	2	2
Yes, most of the time	10	13
Yes, all of the time	88	85
want you to do your best?		
No, never	0	1
Yes, some of the time	4	0
Yes, most of the time	2	4
Yes, all of the time	94	95

Question ES A.69, 70: Does a parent or some other grown-up at home believe that you can do a good job?... Does a parent or some other grown-up at home want you to do your best?
Note: Cells are empty if there are less than 10 respondents.

Table A8.2
Parent/Adult Involvement in Schoolwork

	Mil. %	Other %
Does a parent or some other grown-up at home...		
care about your schoolwork?		
No, never	0	1
Yes, some of the time	6	3
Yes, most of the time	12	13
Yes, all of the time	82	84
ask if you did your homework?		
No, never	0	4
Yes, some of the time	1	4
Yes, most of the time	20	17
Yes, all of the time	78	74
check your homework.		
No, never	2	15
Yes, some of the time	35	24
Yes, most of the time	24	25
Yes, all of the time	39	36
ask you about school?		
No, never	4	5
Yes, some of the time	13	9
Yes, most of the time	11	22
Yes, all of the time	73	64
ask you about your grades?		
No, never	10	7
Yes, some of the time	24	25
Yes, most of the time	19	24
Yes, all of the time	48	45

Question ES A.68, 71-74: 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

	Mil. %	Other %
Alcohol, one or two sips	18	12
Alcohol, a full glass	1	3
Inhalants (to get high)	2	1
Marijuana	1	0
None of the above	80	85
Any of the above	20	15

Question ES A.61-63: 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, 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

	Mil. %	Other %
Alcohol		
No, not bad	7	7
Yes, a little bad	42	43
Yes, very bad	51	50
Marijuana		
No, not bad	4	3
Yes, a little bad	0	6
Yes, very bad	63	61
I don't know what marijuana is	33	31

Question ES A.66, 67: Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?... Do you think using marijuana (smoke, 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

	Mil. %	Other %
Ever smoked a cigarette	2	3
Part of a cigarette, like one or two puffs	2	2
A whole cigarette	0	2
Ever used an electronic cigarette, e-cigarette, or other vaping device	2	2

Question ES A.59, 60: 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

	Mil. %	Other %
Do you think smoking cigarettes is bad for a person's health?		
No, not bad	0	1
Yes, a little bad	1	6
Yes, very bad	99	93
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	1	3
Yes, a little bad	25	15
Yes, very bad	73	82

Question ES A.64, 65: 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. Physical Health

Table A11.1

Breakfast Consumption

	Mil. %	Other %
No	11	9
Yes	89	91

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

Table A11.2

Body Image

	Mil. %	Other %
Ever been teased about your body at school		
No	73	60
Yes	27	40

Question ES A.58: Have other kids at school ever teased you about what your body looks like?
Note: Cells are empty if there are less than 10 respondents.

12. Gender Breakdowns

Table A12.1

School Developmental Supports, Connectedness, and Academic Motivation by Gender

	Mil.		Other	
	Female %	Male %	Female %	Male %
School Environment				
Total school supports[†]	41	38	43	38
Caring adults in school[†]	48	55	53	48
High expectations-adults in school[†]	56	49	58	49
Meaningful participation at school[†]	21	10	19	16
School Connectedness[†]	46	38	48	33
Academic Motivation[†]	59	63	62	46

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

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

Table A12.2

Student Positive Behavior by Gender

	Mil.		Other	
	Female %	Male %	Female %	Male %
Follow classroom rules[A]	98	90	95	86
Listen when teacher is talking[A]	98	93	94	89
Nice to other students[A]	98	93	100	96

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

[A]*Combines "Most of the time" and "All of the time."*

Table A12.3

School Safety-Related Indicators by Gender

	Mil.		Other	
	Female %	Male %	Female %	Male %
Been Harassed on School Property[B]				
Been hit or pushed	45	51	31	55
Mean rumors spread about you	38	44	43	55
Been called bad names/mean jokes made about you	42	45	43	66
Feels safe at school most/all of the time	86	80	80	71

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

	Mil.		Other	
	Female %	Male %	Female %	Male %
Lifetime AOD Use				
Alcohol, one or two sips	14	22	8	14
Alcohol, a full glass	0	2	3	2
Inhalants (to get high)	2	3	0	2
Marijuana	0	2	0	0
Any of the above	16	24	11	18
Perceived Health Risk[C]				
Alcohol	95	90	95	93
Marijuana[D]	96	93	95	97

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

	Mil.		Other	
	Female %	Male %	Female %	Male %
Ever smoked a cigarette	0	5	2	5
Part of a cigarette, like one or two puffs	0	5	0	4
A whole cigarette	0	0	2	2
Electronic cigarette, e-cigarette, or other vaping device	2	2	2	2
Perceived health risk of cigarette smoking[C]	100	100	98	100
Perceived health risk of electronic cigarette use[C]	98	100	98	96

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

	Mil. Grade 5	Other Grade 5
Student Sample Size		
Final number	84	119

2. Family Military Status

Table E2.1

Family Military Connections

	Mil. %	Other %
Do you have someone in your family who is currently in the military?		
No	0	54
Yes	99	28
Don't know	1	18
Do you have someone in your family who is in the military now or sometime in the last 10 years?		
No	3	46
Yes	89	29
Don't know	9	25
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	0	53
Father	83	0
Mother	29	0
Brother or sister	1	7
Grandparent or other relative	19	23
Don't know	4	22

Question ES E.75, 76, 98: 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

	Mil. %	Other %
I feel that I have more responsibilities at home than my friends.		
Not at all true	20	23
A little true	26	20
Pretty much true	20	19
Very much true	23	26
Don't know	11	12

Question ES E.78: 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

	Mil. %	Other %
I know how to solve problems in my life better than most of my friends.		
Not at all true	8	8
A little true	27	28
Pretty much true	35	34
Very much true	17	18
Don't know	13	11

Question ES E.80: 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

	Mil. %	Other %
Adults in this school respect my family.		
Not at all true	0	3
A little true	12	9
Pretty much true	22	22
Very much true	54	50
Don't know	12	15
I felt welcomed when I came to this school.		
Not at all true	4	8
A little true	16	15
Pretty much true	29	24
Very much true	49	50
Don't know	2	3
I have a hard time paying attention in school.		
Not at all true	37	38
A little true	45	32
Pretty much true	11	18
Very much true	5	11
Don't know	2	2

Question ES E.82-84: 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

	Mil. %	Other %
My parents help me with my school work.		
Not at all true	7	8
A little true	24	24
Pretty much true	16	20
Very much true	53	47
Don't know	0	0
My parents come to school to meet my teachers or to attend events.		
Not at all true	11	10
A little true	25	25
Pretty much true	25	25
Very much true	35	37
Don't know	4	3

Question ES E.85, 86: 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

	Mil. %	Other %
I have a hard time making friends because I have to change schools often.		
Not at all true	60	76
A little true	23	11
Pretty much true	11	5
Very much true	6	4
Don't know	0	4

Question ES E.88: 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

	Mil. %	Other %
I feel proud of my family.		
Not at all true	1	1
A little true	1	5
Pretty much true	11	19
Very much true	86	71
Don't know	1	3

Question ES E.77: 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...	Mil. %	Other %
feel full of energy in the last 30 days?		
None of the time	5	4
A little of the time	6	12
Some of the time	17	24
Most of the time	40	29
All of the time	27	25
Don't know	5	5
feel happy in the last 30 days?		
None of the time	4	3
A little of the time	7	10
Some of the time	23	22
Most of the time	34	31
All of the time	30	30
Don't know	1	4

Question ES E.89, 90: 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...	Mil. %	Other %
feel good about life in the last 30 days?		
None of the time	2	5
A little of the time	7	4
Some of the time	6	11
Most of the time	29	26
All of the time	50	50
Don't know	5	3
feel excited in the last 30 days?		
None of the time	4	4
A little of the time	14	13
Some of the time	20	18
Most of the time	28	32
All of the time	33	30
Don't know	3	3

Question ES E.94, 97: 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...	Mil. %	Other %
feel like everything is hard to do in the last 30 days?		
None of the time	37	22
A little of the time	38	38
Some of the time	12	23
Most of the time	10	9
All of the time	2	5
Don't know	1	3
feel like nothing makes you happy in the last 30 days?		
None of the time	54	52
A little of the time	27	20
Some of the time	10	11
Most of the time	5	8
All of the time	2	6
Don't know	2	3
feel like it is hard to sit still in the last 30 days?		
None of the time	32	32
A little of the time	26	25
Some of the time	17	14
Most of the time	7	14
All of the time	14	13
Don't know	4	3

Question ES E.91-93: 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...	Mil. %	Other %
feel nervous in the last 30 days?		
None of the time	31	27
A little of the time	43	41
Some of the time	16	17
Most of the time	1	8
All of the time	5	3
Don't know	4	4
feel that you do not have much hope in the last 30 days?		
None of the time	59	56
A little of the time	15	16
Some of the time	4	11
Most of the time	13	5
All of the time	4	6
Don't know	6	5

Question ES E.95, 96: 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

	Mil. %	Other %
How many times did you have to change your school because you moved away?		
I did not change school because I moved	20	51
Changed once	18	23
Twice	16	8
Three times	16	4
Four times	9	3
More than four times	15	3
Don't know	7	8

Question ES E.87: 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

	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	11	56
Once	16	11
Twice or more	62	10
Don't know	11	23

Question ES E.99: 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

	Mil. %	Other %
I have traveled a lot and have seen many interesting places.		
Not at all true	7	10
A little true	19	36
Pretty much true	21	18
Very much true	49	36
Don't know	4	0

Question ES E.79: 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

	Mil. %	Other %
When I grow up I would like to join the military.		
Not at all true	40	57
A little true	22	14
Pretty much true	7	9
Very much true	14	14
Don't know	17	7

Question ES E.81: 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.