CALIFORNIA HEALTHY KIDS SURVEY

Coronado Village Elementary
Elementary
2022-2023
Main Report

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PREFACE

This report provides the detailed results for each question from the 2022-23 *California Healthy Kids Survey* (CHKS) for schools within this school. 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 state effort in the nation to regularly assess students, staff, and parents 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 domains and constructs assessed by CalSCHLS.

These surveys grew out of the California Department of Education's (CDE) commitment to helping schools create more positive, safe, supportive, and engaging environments and to promoting the successful cognitive, social, emotional, and physical development of all students. 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). The California Safe and Supportive Schools website (ca-safe-supportive-schools.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Regional Centers offer data workshops and coaching to help identify local needs and develop action plans to meet those needs.

THE SURVEY

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 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 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 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;

- mental health, 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).

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (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 life satisfaction. It includes 39 items that capture 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, including questions assessing emotional difficulties and life satisfaction.

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 REPORT

The report tables, organized by topic, provide the percentage of students that responded to each question response option. Percentages are rounded to the nearest whole number.

Race/Ethnic and Gender Results

Summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state and district CHKS results on the public CalSCHLS Data Dashboard (calschls.org/reports-data/public-dashboards). The dashboard can be used to graphically display statewide, county, and district key indicators from the Core Module, trends over time, and differences in survey outcomes by gender and afterschool program participation. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

The District Dashboard Option. Districts may also purchase a two-year subscription to a password protected, private data dashboard that displays up to eight years of CalSCHLS data at not only the district level but also the individual school level. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons by gender, race/ethnicity, and afterschool participation; and
- examine data trends over time overall and by different demographic groups.

Viewers at both the district level and the school level have the option to download data displays as a PDF document which can be shared with stakeholders.

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.

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 (see Table A1.1 and Appendix I for student response rates). 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 **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).

- *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).

- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.

- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.

- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.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/#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 school and student needs and into 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. By enlisting their collaboration, you also increase the prospect that the identified needs will be successfully addressed.

As part of this process, WestEd staff can facilitate a *Data 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 562.799.5164 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 has 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 Survey Item Crosswalk (calschls.org/resources/#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 your district 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 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 2019-2021 statewide CHKS elementary survey administration can be downloaded from the CalSCHLS website (calschls.org/docs/statewide_1921_elem_chks.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 Regional Center (562.799.5164) 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 Climate Report Card

In addition to this school-level report with all the survey results, a short, user-friendly, graphic **School Climate Report Card** is also available. The School Climate Report Card provides trends across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data/#scrc).

Disaggregated Reports

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 to 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 surveys. 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 (562.799.5164) 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 Learning Engagement				
Academic mindset		✓		
Academic motivation	✓		✓	✓
Academic performance	✓			
Attendance	✓		✓	
School boredom	✓			
School connectedness	✓			
Student Social-Emotional and Physical Well-being				
Alcohol, tobacco, and drug use	✓		✓	✓
Bedtime	✓			
Collaboration		✓		
Empathy		✓		
Gratitude		✓		
Life satisfaction		✓		
Optimism		✓		
Perceived safety	✓		✓	✓
Persistence		✓		
Problem solving		✓		
Self-efficacy		✓		
Social-emotional competencies and health		✓	✓	
Social-emotional distress		✓		
Violence and victimization (bullying)	✓		✓	✓
Zest		✓		
School Climate Conditions				
Academic rigor and norms			✓	✓
High expectations	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Parent involvement	✓		✓	✓
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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. District Afterschool Module (DASM)	
C. Gang Risk Awareness Module (GRAM)	
D. Mental Health Supports Module	
E. Military-Connected School Module	X
F. Social Emotional Health Module (SEHM)	X
G. Supplemental Health Module	
H. Tobacco-Use Prevention Education (TUPE) Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 3	Grade 4	Grade 5
Student Sample Size			
Target sample	146	183	134
Final number	69	67	79
Response Rate	47%	37%	59%

Table A1.2

Number of Respondents by Instructional Model

	Grade 3	Grade 4	Grade 5
In-school learning only	66	65	78
Remote learning only	3	2	1

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 3 %	Grade 4 %	Grade 5 %	Table
School Engagement and Supports				
School connectedness†# *(In-School Only)*	87	78	81	A6.3
School connectedness†ψ *(Remote Only)*				A6.3
Academic motivation†	90	90	88	A6.3
School boredom†	18	38	33	A6.9
Caring adults in school†	83	78	75	A6.3
High expectations-adults in school†	92	85	87	A6.3
Meaningful participation†	51	37	41	A6.3
Facilities upkeep†Φ	77	72	78	A6.11
Parent involvement in schooling†	75	83	79	A10.2
Social and emotional learning supports†	81	72	76	A7.1
Anti-bullying climate†	84	74	79	A9.6
School Safety and Cyberbullying				
Feel safe at school†Φ	94	85	87	A9.1
Feel safe on way to and from school†Φ	95	90	96	A9.1
Been hit or pushedΦ	42	35	34	A9.2
Mean rumors spread about you	27	34	43	A9.2
Called bad names or target of mean jokes	44	47	42	A9.2
Saw a weapon at school§Φ	7	3	3	A9.5
Cyberbullying¶	18	18	19	A9.3
School Disciplinary Environment				
Rule clarity†	80	78	82	A8.2
Students well behaved†	62	38	56	A8.4
Students treated fairly when break rules†	65	59	61	A8.1
Students treated with respect†	91	83	88	A8.1

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."*

#*The scale was based on five survey questions for in-school respondents.*

ψ*The scale was based on four questions for remote respondents.*

Φ*In-school only.*

§*Past year.*

¶*Past 30 days.*

Table A2.2

Key Indicators of Substance Use, Routines, Remote Learning, and Student Well-Being

	Grade 3 %	Grade 4 %	Grade 5 %	Table
Substance Use				
Alcohol or drug use$^\phi$			31	A11.1
Marijuana use$^\phi$			0	A11.1
Cigarette use$^\phi$			0	A12.1
Vaping$^\phi$			3	A12.1
Routines				
Eating of breakfast$^|$	91	86	78	A4.1
Late bedtime (at 10 pm or later)	9	5	12	A4.2
Learning from Home				
Weekdays worked on schoolwork (5 days)$^{\P\delta}$				A5.1
Synchronous instruction (4 days or more)$^{\|\delta}$				A5.1
Meaningful opportunities$^{\dagger\delta}$				A5.2
Mental Health				
Frequent sadness†	5	10	10	A13.1
Wellness†	86	78	87	A13.2

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

$^\phi$*Lifetime.*

$^|$*This morning.*

$^\|$*Past 7 days.*

¶*Past 30 days.*

$^\delta$*Remote only.*

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 3 %	Grade 4 %	Grade 5 %
In-School Model	96	97	99
Remote Learning Model	4	3	1

Question ES A.1: Which of the following best describes your school schedule during the past 30 days?

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

In-School Model - Respondents selecting "I went to school in person at my school building for the entire day, Monday through Friday."

Remote Learning Model - Respondents selecting "I participated in school from home for the entire day on most or all weekdays and did not go to school in person."

Table A3.2

Gender of Sample

	Grade 3 %	Grade 4 %	Grade 5 %
Female	51	49	54
Male	49	51	46

Question ES A.2: Are you female or male?

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

Table A3.3

Race or Ethnicity

	Grade 3 %	Grade 4 %	Grade 5 %
American Indian or Alaska Native, non-Hispanic	3	0	1
Asian or Asian American, non-Hispanic	1	2	3
Black or African American, non-Hispanic	1	2	4
Hispanic or Latinx	13	9	21
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0
White, non-Hispanic	61	65	47
Multiracial, non-Hispanic	9	8	13
Something else, non-Hispanic	10	15	12

Question ES A.4: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.
Note: Cells are empty if there are less than 10 respondents.

Table A3.4

Number of Days Attending Afterschool Program (In-School Only)

	Grade 3 %	Grade 4 %	Grade 5 %
0 days	62	75	78
1 day	9	6	3
2 days	6	6	3
3 days	6	5	4
4 days	3	0	3
5 days	14	8	10

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. Routines

Table A4.1

Eating of Breakfast

	Grade 3 %	Grade 4 %	Grade 5 %
No	9	14	22
Yes	91	86	78

Question ES A.5: Did you eat breakfast this morning?

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

Table A4.2

Bedtime

	Grade 3 %	Grade 4 %	Grade 5 %
Before 9:00 pm	47	74	44
Between 9:00 pm and 10:00 pm	44	21	44
Between 10:00 pm and 11:00 pm	6	2	6
Between 11:00 pm and midnight	1	2	3
After 12:00 am	1	2	3
Late bedtime (at 10 pm or later)	9	5	12

Question ES A.7: What time did you go to bed last night?

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

5. Learning from Home

Table A5.1

Remote Learning Schedule and Instructional Time **(Remote Only)**

	Grade 3 %	Grade 4 %	Grade 5 %
Time spent on learning and/or completing schoolwork from home on the average weekday			
Less than 1 hour			
Between 1 and 2 hours			
Between 2 and 3 hours			
Between 3 and 4 hours			
Between 4 and 5 hours			
More than 5 hours			
Number of days in the past week participating in an online class from home where your teacher talked to students			
0 days			
1 day			
2 days			
3 days			
4 days			
5 days			
Number of weekdays participating in school from home for the entire school day			
0 days			
1 day			
2 days			
3 days			
4 days			
5 days			

Question ES A.9-11: In the past 30 days, how many weekdays in an average week did you participate in school from home for the entire school day?... On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?

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

Table A5.2

Interesting Activities Provided for Student in Remote Learning *(Remote Only)*

	Grade 3 %	Grade 4 %	Grade 5 %
No, never			
Yes, some of the time			
Yes, most of the time			
Yes, all of the time			

Question ES A.14: Do the teachers and other grown-ups from your school provide you with interesting activities to do while you are learning from home?

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

6. School Performance, Supports, and Engagements

Table A6.1

Perceived School Performance

	Grade 3 %	Grade 4 %	Grade 5 %
One of the best students	30	22	25
Better than most students	18	27	22
About the same as others	45	44	41
Don't do as well as most others	6	6	12

Question ES A.38: How well do you do in your schoolwork?
Note: Cells are empty if there are less than 10 respondents.

Table A6.2

Truancy, Past 30 Days

	Grade 3 %	Grade 4 %	Grade 5 %
I did not miss any days of school in the past 30 days	51	57	51
1 day	19	20	21
2 days	12	9	13
3 or more days	18	14	15

Question ES A.8, 12: In the past 30 days, how often did you miss an entire day of school for any reason? [In-school only]... In the past 30 days, how often did you miss an entire day of school from home for any reason? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.3

School Environment, School Connectedness, and Academic Motivation Scales

	Grade 3 %	Grade 4 %	Grade 5 %	Table
Total school supports	76	67	68	
Caring adults in school	83	78	75	A6.4
High expectations-adults in school	92	85	87	A6.5
Meaningful participation at school	51	37	41	A6.6
School connectedness[#] *(In-School Only)*	87	78	81	A6.7
School connectedness[ψ] *(Remote Only)*				A6.7
Academic motivation	90	90	88	A6.8

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.

Scales are based on average of students reporting "Yes, most of the time" or "Yes, all of the time."

[#]*The scale was based on five survey questions for in-school respondents.*

[ψ]*The scale was based on four questions for remote respondents.*

Table A6.4

Caring Adults in School Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Caring adults in school			
Average reporting "Yes, most of the time" or "Yes, all of the time"	83	78	75
Do the teachers and other grown-ups at school...			
care about you?			
No, never	2	2	0
Yes, some of the time	6	13	10
Yes, most of the time	20	25	32
Yes, all of the time	72	60	58
listen when you have something to say?			
No, never	2	3	1
Yes, some of the time	18	20	28
Yes, most of the time	35	44	32
Yes, all of the time	45	33	38
make an effort to get to know you?			
No, never	8	8	0
Yes, some of the time	16	22	37
Yes, most of the time	44	42	32
Yes, all of the time	33	28	31

Question ES A.29, 39, 43: 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 A6.5

High Expectations-Adults in School Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
High expectations-adults in school			
Average reporting "Yes, most of the time" or "Yes, all of the time"	92	85	87
Do the teachers and other grown-ups at school...			
tell you when you do a good job?			
No, never	2	5	1
Yes, some of the time	9	25	23
Yes, most of the time	38	30	41
Yes, all of the time	52	41	35
believe that you can do a good job?			
No, never	3	2	1
Yes, some of the time	2	9	12
Yes, most of the time	20	22	31
Yes, all of the time	76	67	56
want you to do your best?			
No, never	5	0	0
Yes, some of the time	3	3	1
Yes, most of the time	9	16	16
Yes, all of the time	83	81	83

Question ES A.30, 40, 44: 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 A6.6

Meaningful Participation at School Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Meaningful participation at school			
Average reporting "Yes, most of the time" or "Yes, all of the time"	51	37	41
Are you given a chance to help decide school activities or rules?			
No, never	33	49	58
Yes, some of the time	39	39	25
Yes, most of the time	17	8	14
Yes, all of the time	11	3	3
Do the teachers and other grown-ups at school ask you about your ideas?			
No, never	15	14	17
Yes, some of the time	29	47	46
Yes, most of the time	48	38	21
Yes, all of the time	8	2	17
Do the teachers and other grown-ups give you a chance to solve school problems?			
No, never	11	17	23
Yes, some of the time	34	39	31
Yes, most of the time	23	30	24
Yes, all of the time	31	14	22
Do you get to do interesting activities at/when you participate in school?			
No, never	2	5	3
Yes, some of the time	20	33	29
Yes, most of the time	44	36	46
Yes, all of the time	35	27	22

Question ES A.27, 28, 31-34: Are you given a chance to help decide school activities or rules? [In-school only]... Are you given a chance to help decide school activities or rules when you participate in school? [Remote only]... 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? [In-school only]... Do you get to do interesting activities when you participate in school? [Remote only]

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

Table A6.6

Meaningful Participation at School Scale Questions – Continued

	Grade 3 %	Grade 4 %	Grade 5 %
Are you given a chance to help decide class activities or rules?			
No, never	17	31	23
Yes, some of the time	48	47	53
Yes, most of the time	20	17	16
Yes, all of the time	15	5	8
Do your teachers ask you what you want to learn about?			
No, never	26	50	40
Yes, some of the time	52	48	44
Yes, most of the time	21	0	13
Yes, all of the time	2	2	4
Do you do things to be helpful at school?			
No, never	2	0	1
Yes, some of the time	14	22	22
Yes, most of the time	45	45	50
Yes, all of the time	39	33	26

Question ES A.35-37, 41, 42: Are you given a chance to help decide class activities or rules? [In-school only]... Are you given a chance to help decide class activities or rules when you participate in school? [Remote only]... Do your teachers ask you what you want to learn about?... Do you do things to be helpful at school? [In-school only]... Do you do things to be helpful when you participate in school? [Remote only]

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

Table A6.7
School Connectedness Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
School connectedness# *(In-School Only)*			
Average reporting "Yes, most of the time" or "Yes, all of the time"	87	78	81
School connectednessψ *(Remote Only)*			
Average reporting "Yes, most of the time" or "Yes, all of the time"			
Do you feel close to people at/from this school?			
No, never	11	6	3
Yes, some of the time	35	25	24
Yes, most of the time	29	42	45
Yes, all of the time	25	28	28
Are you happy to be at/with this school?			
No, never	2	2	3
Yes, some of the time	3	20	16
Yes, most of the time	32	46	38
Yes, all of the time	64	32	43
Do you feel like you are part of this school?			
No, never	3	6	1
Yes, some of the time	6	17	17
Yes, most of the time	27	23	27
Yes, all of the time	64	53	55
Do teachers treat students fairly?			
No, never	3	2	1
Yes, some of the time	6	13	18
Yes, most of the time	17	36	29
Yes, all of the time	74	50	51

Question ES A.15-19, 23, 24: Do you feel close to people at school? [In-school only]... Do you feel close to people from this school? [Remote only]... Are you happy to be at this school? [In-school only]... Are you happy with this school? [Remote only]... Do you feel like you are part of this school?... Do teachers treat students fairly at school? [In-school only]... Do teachers treat students fairly? [Remote only]
Notes: Cells are empty if there are less than 10 respondents.
#The scale was based on five survey questions for in-school respondents.
ψThe scale was based on four questions for remote respondents.

Table A6.7

School Connectedness Scale Questions – Continued

	Grade 3 %	Grade 4 %	Grade 5 %
Do you feel safe at school? *(In-School Only)*			
No, never	0	2	0
Yes, some of the time	6	14	13
Yes, most of the time	37	32	42
Yes, all of the time	56	53	45

Question ES A.76: Do you feel safe at school? [In-school only]

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

Table A6.8
Academic Motivation Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Academic motivation			
Average reporting "Yes, most of the time" or "Yes, all of the time"	90	90	88
Do you finish all your school assignments?			
No, never	2	0	1
Yes, some of the time	6	6	14
Yes, most of the time	33	40	50
Yes, all of the time	59	54	35
When you get a bad grade, do you try even harder the next time?			
No, never	3	0	0
Yes, some of the time	6	6	6
Yes, most of the time	13	21	23
Yes, all of the time	78	73	70
Do you keep working and working on your schoolwork until you get it right?			
No, never	5	2	3
Yes, some of the time	6	17	13
Yes, most of the time	33	41	57
Yes, all of the time	56	40	28
Do you keep doing your schoolwork even when it's really hard for you?			
No, never	3	0	0
Yes, some of the time	9	8	9
Yes, most of the time	19	27	36
Yes, all of the time	69	65	55

Question ES A.60-63: Do you finish all your school 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 schoolwork even when it's really hard for you?

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

Table A6.9

School Boredom

	Grade 3 %	Grade 4 %	Grade 5 %
No, never	36	9	18
Yes, some of the time	45	53	49
Yes, most of the time	14	14	22
Yes, all of the time	5	23	12

Question ES A.13, 59: Do you get really bored participating in school from home? [Remote only]... Do you get really bored at school? [In-school only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.10

School Pride

	Grade 3 %	Grade 4 %	Grade 5 %
Do you feel proud to belong to your school?			
No, never	2	3	8
Yes, some of the time	5	23	17
Yes, most of the time	33	29	32
Yes, all of the time	61	45	43

Question ES A.20: Do you feel proud to belong to your school?
Note: Cells are empty if there are less than 10 respondents.

Table A6.11

Quality of School Physical Environment *(In-School Only)*

	Grade 3 %	Grade 4 %	Grade 5 %
Is your school building neat and clean?			
No, never	0	2	7
Yes, some of the time	23	27	16
Yes, most of the time	52	44	49
Yes, all of the time	26	28	29

Question ES A.25: Is your school building neat and clean?
Note: Cells are empty if there are less than 10 respondents.

7. Supports for Learning at School

Table A7.1

Social and Emotional Learning Supports Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Social and emotional learning supports			
Average reporting "Yes, most of the time" or "Yes, all of the time"	81	72	76
Does your school...			
help students resolve conflicts with one another?			
No, never	5	5	1
Yes, some of the time	19	29	27
Yes, most of the time	36	40	35
Yes, all of the time	41	27	37
teach students to understand how other students think and feel?			
No, never	6	11	5
Yes, some of the time	25	31	33
Yes, most of the time	34	36	29
Yes, all of the time	35	22	33
teach students to feel responsible for how they act?			
No, never	3	0	4
Yes, some of the time	11	19	16
Yes, most of the time	28	43	36
Yes, all of the time	58	38	45
teach students to care about each other and treat each other with respect?			
No, never	2	0	1
Yes, some of the time	6	16	9
Yes, most of the time	27	30	31
Yes, all of the time	66	55	58

Question ES A.51-54: 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 A7.2

Teachers Checking on how Students are Feeling

	Grade 3 %	Grade 4 %	Grade 5 %
No, never	8	16	10
Yes, some of the time	39	50	40
Yes, most of the time	23	17	30
Yes, all of the time	30	17	19

Question ES A.26: Do the teachers and other grown-ups from your school check on how you are feeling?
Note: Cells are empty if there are less than 10 respondents.

Table A7.3

Students at School Motivated to Learn

	Grade 3 %	Grade 4 %	Grade 5 %
No, never	3	8	5
Yes, some of the time	44	44	37
Yes, most of the time	47	42	46
Yes, all of the time	6	6	12

Question ES A.21, 22: Are the students at your school motivated to learn? [In-school only]... Are the students from your school motivated to learn? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

8. Fairness, Rule Clarity, and Positive Student Behavior

Table A8.1

Fairness Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Fairness			
Average reporting "Yes, most of the time" or "Yes, all of the time"	82	73	74
Do teachers treat students fairly?			
No, never	3	2	1
Yes, some of the time	6	13	18
Yes, most of the time	17	36	29
Yes, all of the time	74	50	51
Are the school rules fair?			
No, never	5	6	9
Yes, some of the time	15	28	26
Yes, most of the time	35	45	45
Yes, all of the time	45	20	19
Do teachers and other grown-ups at school treat students with respect?			
No, never	3	3	1
Yes, some of the time	6	14	10
Yes, most of the time	27	39	39
Yes, all of the time	64	44	49
Are students treated fairly when they break school rules?			
No, never	11	14	14
Yes, some of the time	25	27	25
Yes, most of the time	32	34	39
Yes, all of the time	32	25	21

Question ES A.23, 24, 45-47: Do teachers treat students fairly at school? [In-school only]... Do teachers treat students fairly? [Remote only]... 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 A8.2

Clarity of Rules

	Grade 3 %	Grade 4 %	Grade 5 %
Do students know what the rules are?			
No, never	2	2	1
Yes, some of the time	18	21	17
Yes, most of the time	41	41	45
Yes, all of the time	39	37	37

Question ES A.50: Do students know what the rules are?

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

Table A8.3
Positive Behavior Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Positive behavior[^] *(In-School Only)*			
Average reporting "Yes, most of the time" or "Yes, all of the time"	95	98	94
Positive behavior[λ] *(Remote Only)*			
Average reporting "Yes, most of the time" or "Yes, all of the time"			
Do you follow the classroom rules?			
No, never	3	0	0
Yes, some of the time	6	2	6
Yes, most of the time	45	42	38
Yes, all of the time	45	56	55
Do you follow the playground rules at recess and lunch times? *(In-School Only)*			
No, never	0	0	3
Yes, some of the time	2	2	5
Yes, most of the time	18	16	21
Yes, all of the time	80	82	71
Do you listen when your teacher is talking?			
No, never	2	0	1
Yes, some of the time	6	3	6
Yes, most of the time	44	45	47
Yes, all of the time	48	52	45
Are you nice to other students?			
No, never	2	0	1
Yes, some of the time	5	2	1
Yes, most of the time	13	24	29
Yes, all of the time	81	74	68

Question ES A.64-67: 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.

[^]*The scale was based on four survey questions for in-school respondents.*

[λ]*The scale was based on three questions for remote respondents.*

Table A8.4

Students at School Well Behaved

	Grade 3 %	Grade 4 %	Grade 5 %
No, never	5	8	3
Yes, some of the time	34	53	41
Yes, most of the time	57	37	54
Yes, all of the time	5	2	3

Question ES A.48, 49: Are students at this school well behaved? [In-school only]... Are students from this school well behaved? [Remote only]

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

9. School Violence, Victimization, and Safety

Table A9.1

Perceived Safety at or Outside of School *(In-School Only)*

	Grade 3 %	Grade 4 %	Grade 5 %
Do you feel safe at school?			
No, never	0	2	0
Yes, some of the time	6	14	13
Yes, most of the time	37	32	42
Yes, all of the time	56	53	45
Do you feel safe on your way to and from school?			
No, never	3	2	0
Yes, some of the time	2	9	4
Yes, most of the time	31	29	33
Yes, all of the time	65	60	63

Question ES A.76, 77: 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 A9.2
Violence Victimization Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Violence victimization *(In-School Only)*			
Average reporting "Yes"	38	38	40
Do other kids hit or push you at school when they are not just playing around? *(In-School Only)*			
No, never	58	65	66
Yes, some of the time	35	30	24
Yes, most of the time	3	3	9
Yes, all of the time	3	2	1
Do other kids at/from school spread mean rumors or lies about you?			
No, never	73	66	57
Yes, some of the time	22	25	31
Yes, most of the time	2	7	5
Yes, all of the time	3	3	6
Do other kids at/from school call you bad names or make mean jokes about you?			
No, never	56	53	58
Yes, some of the time	35	32	27
Yes, most of the time	3	8	8
Yes, all of the time	6	7	6

Question ES A.69-71, 73, 74: Do other kids hit or push you at school when they are not just playing around? [In-school only]... Do other kids at school spread mean rumors or lies about you? [In-school only]... Do other kids from your school spread mean rumors or lies about you? [Remote only]... Do other kids at school call you bad names or make mean jokes about you? [In-school only]... Do other kids from your school call you bad names or make mean jokes about you? [Remote only]

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

Table A9.3
Cyberbullying, Past 30 Days

	Grade 3 %	Grade 4 %	Grade 5 %
No, never	82	82	81
Yes, some of the time	10	10	10
Yes, most of the time	5	0	3
Yes, all of the time	3	8	6

Question ES A.68: During the past 30 days, did kids spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?
Note: Cells are empty if there are less than 10 respondents.

Table A9.4
Been Teased About Body Image

	Grade 3 %	Grade 4 %	Grade 5 %
No	70	73	65
Yes	30	27	35

Question ES A.78, 79: Have other kids at school ever teased you about what your body looks like? [In-school only]... Have other kids from your school ever teased you about what your body looks like? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A9.5
Weapons (Gun or Knife) on School Property, Past Year *(In-School Only)*

	Grade 3 %	Grade 4 %	Grade 5 %
Brought a gun or knife to school			
No	98	100	100
Yes	2	0	0
Saw another kid with a gun or knife at school			
No	93	97	97
Yes	7	3	3

Question ES A.72, 75: 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 A9.6
Anti-Bullying Climate Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Anti-bullying climate			
Average reporting "Yes, most of the time" or "Yes, all of the time"	84	74	79
Teachers and other grown-ups make it clear that bullying is not allowed.			
No, never	2	0	0
Yes, some of the time	5	3	5
Yes, most of the time	23	16	12
Yes, all of the time	71	81	83
If you tell a teacher that you've been bullied, the teacher will do something to help.			
No, never	6	5	0
Yes, some of the time	3	13	18
Yes, most of the time	27	27	31
Yes, all of the time	63	56	51
Students at/from your school try to stop bullying when they see it happening.			
No, never	8	21	16
Yes, some of the time	23	37	25
Yes, most of the time	43	30	38
Yes, all of the time	26	13	22

Question ES A.55-58: 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? [In-school only]... Do students from your school try to stop bullying when they see it happening? [Remote only]

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

10. Home Supports and Involvement in Schooling

Table A10.1

High Expectations-Adults at Home Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
High expectations-adults at home			
Average reporting "Yes, most of the time" or "Yes, all of the time"	98	99	98
Does a parent or some other grown-up at home...			
believe that you can do a good job?			
No, never	2	2	0
Yes, some of the time	2	0	3
Yes, most of the time	5	3	12
Yes, all of the time	92	95	86
want you to do your best?			
No, never	0	0	0
Yes, some of the time	2	0	1
Yes, most of the time	6	8	4
Yes, all of the time	92	92	95

Question ES A.92, 93: 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 A10.2

Parent Involvement in Schooling Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Parent involvement in schooling			
Average reporting "Yes, most of the time" or "Yes, all of the time"	75	83	79
Does a parent or some other grown-up at home...			
care about your schoolwork?			
No, never	2	0	1
Yes, some of the time	5	2	3
Yes, most of the time	24	17	17
Yes, all of the time	70	82	79
ask if you did your homework/schoolwork?			
No, never	5	2	5
Yes, some of the time	14	2	8
Yes, most of the time	22	25	27
Yes, all of the time	59	71	60
check your homework/schoolwork?			
No, never	5	5	12
Yes, some of the time	22	26	26
Yes, most of the time	17	28	32
Yes, all of the time	56	40	30
ask you about school?			
No, never	0	5	0
Yes, some of the time	18	7	9
Yes, most of the time	37	23	19
Yes, all of the time	45	65	71
ask you about your grades?			
No, never	21	20	12
Yes, some of the time	38	18	31
Yes, most of the time	24	32	30
Yes, all of the time	17	30	27

Question ES A.91, 94-99: 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? [In-school only]... Does a parent or some other grown-up at home check your homework? [In-school only]... Does a parent or some other grown-up at home ask if you did your schoolwork? [Remote only]... Does a parent or some other grown-up at home check your schoolwork? [Remote only]... 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.

11. Alcohol and Other Drug (AOD) Use

Table A11.1

Use of Alcohol or Other Drugs, Lifetime

	Grade 3 %	Grade 4 %	Grade 5 %
Alcohol, one or two sips			29
Alcohol, a full glass			3
Inhalants (to get high)			1
Marijuana (smoke, vape, eat, or drink)			0
None of the above			69
Any of the above			31

Question ES A.84-86: 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 A11.2

Perception of Health Risk of Alcohol and Marijuana Use

	Grade 3 %	Grade 4 %	Grade 5 %
Alcohol			
No, not bad			10
Yes, a little bad			52
Yes, very bad			38
Marijuana (smoke, vape, eat, or drink)			
No, not bad			1
Yes, a little bad			5
Yes, very bad			62
I don't know what marijuana is			31

Question ES A.89, 90: 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.

12. Tobacco Use and Vaping

Table A12.1

Cigarette Use and Vaping, Lifetime

	Grade 3 %	Grade 4 %	Grade 5 %
Ever smoked a cigarette			0
Part of a cigarette, like one or two puffs			0
A whole cigarette			0
Ever vaped			3

Question ES A.82, 83: Have you ever smoked a cigarette?... Have you ever vaped?
Note: Cells are empty if there are less than 10 respondents.

Table A12.2

Perception of Health Risk of Cigarette Use and Vaping

	Grade 3 %	Grade 4 %	Grade 5 %
Do you think smoking cigarettes is bad for a person's health?			
No, not bad			3
Yes, a little bad			3
Yes, very bad			95
Do you think vaping is bad for a person's health?			
No, not bad			3
Yes, a little bad			9
Yes, very bad			88

Question ES A.87, 88: Do you think smoking cigarettes is bad for a person's health?... Do you think vaping is bad for a person's health?
Note: Cells are empty if there are less than 10 respondents.

13. Other Physical and Mental Health Risks

Table A13.1

Frequent Sadness

	Grade 3 %	Grade 4 %	Grade 5 %
No, never	31	28	28
Yes, some of the time	64	62	62
Yes, most of the time	3	7	5
Yes, all of the time	2	3	5

Question ES A.81: Do you feel sad?
Note: Cells are empty if there are less than 10 respondents.

Table A13.2

Wellness

	Grade 3 %	Grade 4 %	Grade 5 %
Do you feel good and happy?			
No, never	3	2	1
Yes, some of the time	11	20	12
Yes, most of the time	53	52	62
Yes, all of the time	33	27	26

Question ES A.80: Do you feel good and happy?
Note: Cells are empty if there are less than 10 respondents.

14. Race/Ethnic Breakdowns

Table A14.1

School Engagement and Supports by Race/Ethnicity

	Grade 3 %	Grade 4 %	Grade 5 %
School Connectedness†# *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			79
Native Hawaiian or Pacific Islander			
White	89	73	81
Mixed (two or more) ethnics			86
Something else		90	
School Connectedness†ψ *(Remote Only)*			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Academic motivation†			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			86
Native Hawaiian or Pacific Islander			
White	93	88	89
Mixed (two or more) ethnics			93
Something else		93	

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."*

#*The scale was based on five survey questions for in-school respondents.*

ψ*The scale was based on four questions for remote respondents.*

Table A14.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 3 %	Grade 4 %	Grade 5 %
School boredom[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			38
Native Hawaiian or Pacific Islander			
White	15	44	33
Mixed (two or more) ethnics			20
Something else		20	
Caring adults in school[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			77
Native Hawaiian or Pacific Islander			
White	89	76	74
Mixed (two or more) ethnics			77
Something else		90	
High expectations-adults in school[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			85
Native Hawaiian or Pacific Islander			
White	97	85	89
Mixed (two or more) ethnics			87
Something else		80	

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 A14.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 3 %	Grade 4 %	Grade 5 %
Meaningful participation†			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			39
Native Hawaiian or Pacific Islander			
White	57	35	44
Mixed (two or more) ethnics			36
Something else		41	
Facilities upkeep† *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			88
Native Hawaiian or Pacific Islander			
White	75	68	71
Mixed (two or more) ethnics			70
Something else		90	
Parent involvement in schooling†			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			79
Native Hawaiian or Pacific Islander			
White	74	81	79
Mixed (two or more) ethnics			80
Something else		90	

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 A14.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 3 %	Grade 4 %	Grade 5 %
Social and emotional learning supports[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			78
Native Hawaiian or Pacific Islander			
White	88	68	75
Mixed (two or more) ethnics			75
Something else		80	
Anti-bullying climate[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			79
Native Hawaiian or Pacific Islander			
White	88	72	78
Mixed (two or more) ethnics			80
Something else		80	

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 A14.2

School Safety by Race/Ethnicity (In-School Only)

	Grade 3 %	Grade 4 %	Grade 5 %
Feel safe at school[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			81
Native Hawaiian or Pacific Islander			
White	98	81	86
Mixed (two or more) ethnics			100
Something else		90	
Feel safe on way to and from school[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			100
Native Hawaiian or Pacific Islander			
White	98	86	97
Mixed (two or more) ethnics			90
Something else		100	
Been hit or pushed			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			38
Native Hawaiian or Pacific Islander			
White	45	42	34
Mixed (two or more) ethnics			40
Something else		10	

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 A14.2

School Safety by Race/Ethnicity – Continued

	Grade 3 %	Grade 4 %	Grade 5 %
Mean rumors spread about you			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			38
Native Hawaiian or Pacific Islander			
White	33	41	56
Mixed (two or more) ethnics			40
Something else		30	
Called bad names or target of mean jokes			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			31
Native Hawaiian or Pacific Islander			
White	46	47	47
Mixed (two or more) ethnics			60
Something else		40	
Saw a weapon at school[§] *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			6
Native Hawaiian or Pacific Islander			
White	8	5	0
Mixed (two or more) ethnics			0
Something else		0	

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

[§]*Past year.*

Table A14.3

Cyberbullying by Race/Ethnicity

	Grade 3 %	Grade 4 %	Grade 5 %
Cyberbullying[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			25
Native Hawaiian or Pacific Islander			
White	18	23	22
Mixed (two or more) ethnics			20
Something else		10	

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

[¶]*Past 30 days.*

Table A14.4

School Disciplinary Environment by Race/Ethnicity

	Grade 3 %	Grade 4 %	Grade 5 %
Rule clarity[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			81
Native Hawaiian or Pacific Islander			
White	80	75	75
Mixed (two or more) ethnics			
Something else		70	
Students well behaved[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			56
Native Hawaiian or Pacific Islander			
White	62	36	61
Mixed (two or more) ethnics			50
Something else			
Students treated fairly when break rules[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			63
Native Hawaiian or Pacific Islander			
White	70	61	54
Mixed (two or more) ethnics			60
Something else		60	

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 A14.4

School Disciplinary Environment by Race/Ethnicity – Continued

	Grade 3 %	Grade 4 %	Grade 5 %
Students treated with respect[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			100
Native Hawaiian or Pacific Islander			
White	90	80	92
Mixed (two or more) ethnics			70
Something else		80	

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 A14.5

Substance Use by Race/Ethnicity

	Grade 3 %	Grade 4 %	Grade 5 %
Alcohol or drug use$^{\phi}$			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			31
Native Hawaiian or Pacific Islander			
White			31
Mixed (two or more) ethnics			20
Something else			
Marijuana use$^{\phi}$			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			0
Native Hawaiian or Pacific Islander			
White			0
Mixed (two or more) ethnics			0
Something else			
Cigarette use$^{\phi}$			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			0
Native Hawaiian or Pacific Islander			
White			0
Mixed (two or more) ethnics			0
Something else			

Notes: Cells are empty if there are less than 10 respondents.
$^{\phi}$*Lifetime.*

Table A14.5

Substance Use by Race/Ethnicity – Continued

	Grade 3 %	Grade 4 %	Grade 5 %
Vaping$^\phi$			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			0
Native Hawaiian or Pacific Islander			
White			3
Mixed (two or more) ethnics			0
Something else			

Notes: Cells are empty if there are less than 10 respondents.
$^\phi$*Lifetime.*

Table A14.6

Routines by Race/Ethnicity

	Grade 3 %	Grade 4 %	Grade 5 %
Eating of breakfast[|]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			81
Native Hawaiian or Pacific Islander			
White	90	83	81
Mixed (two or more) ethnics			80
Something else		100	
Late bedtime (at 10 pm or later)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			13
Native Hawaiian or Pacific Islander			
White	7	5	11
Mixed (two or more) ethnics			10
Something else		0	

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

[|]*This morning.*

Table A14.7

Learning from Home by Race/Ethnicity (Remote Only)

	Grade 3 %	Grade 4 %	Grade 5 %
Weekdays worked on schoolwork (5 days)[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Synchronous instruction (4 days or more)[‖]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Meaningful opportunities[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

[‖]*Past 7 days.*

[¶]*Past 30 days.*

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

Table A14.8

Mental Health by Race/Ethnicity

	Grade 3 %	Grade 4 %	Grade 5 %
Frequent sadness[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			13
Native Hawaiian or Pacific Islander			
White	3	11	3
Mixed (two or more) ethnics			10
Something else		10	
Wellness[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			88
Native Hawaiian or Pacific Islander			
White	93	76	86
Mixed (two or more) ethnics			90
Something else		80	

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."*

15. Gender Breakdowns

Table A15.1

Key Indicators of School Climate and Substance Use by Gender

	Grade 3 Female %	%	Grade 4 Female %	Male %	Grade 5 Female %	Male %
School Engagement and Supports						
School connectedness[†#] *(In-School Only)*	89	84	81	75	83	78
School connectedness[†ψ] *(Remote Only)*						
Academic motivation[†]	90	90	87	93	87	89
School boredom[†]	19	18	33	41	29	39
Caring adults in school[†]	86	80	77	78	80	69
High expectations-adults in school[†]	94	91	89	82	89	85
Meaningful participation at school[†]	58	45	38	36	43	39
Facilities upkeep[†Φ]	90	65	83	62	82	75
Parent involvement in schooling[†]	76	74	84	82	79	79
Social and emotional learning supports[†]	84	78	75	70	81	71
Anti-bullying climate[†]	84	84	77	72	80	77

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."*

[#]*The scale was based on five survey questions for in-school respondents.*

[ψ]*The scale was based on four questions for remote respondents.*

[Φ]*In-school only.*

Table A15.1

Key Indicators of School Climate and Substance Use by Gender – Continued

	Grade 3 Female %	Grade 3 %	Grade 4 Female %	Grade 4 Male %	Grade 5 Female %	Grade 5 Male %
School Safety and Cyberbullying						
Feel safe at school[†Φ]	90	97	89	81	85	89
Feel safe on way to and from school[†Φ]	97	94	85	94	97	94
Been hit or pushed[Φ]	30	53	21	47	23	47
Mean rumors spread about you	19	34	34	34	38	50
Called bad names or target of mean jokes	39	50	41	52	38	47
Saw a weapon at school[§Φ]	0	13	4	3	5	0
Cyberbullying[¶]	10	26	24	13	25	14
School Disciplinary Environment						
Rule clarity[†]	78	82	73	82	82	81
Students well behaved[†]	61	62	39	38	56	56
Students treated fairly when break rules[†]	68	62	70	50	64	56
Students treated with respect[†]	97	85	83	82	90	86
Substance Use						
Alcohol or drug use[φ]					25	39
Marijuana use[φ]					0	0
Cigarette use[φ]					0	0
Vaping[φ]					3	3

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

[Φ]*In-school only.*

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

[§]*Past year.*

[¶]*Past 30 days.*

[φ]*Lifetime.*

Table A15.2

Key Indicators of Routines, Remote Learning, and Mental Health by Gender

	Grade 3 Female %	%	Grade 4 Female %	Male %	Grade 5 Female %	Male %
Routines						
Eating of breakfast[|]	85	97	87	85	76	83
Late bedtime (after 10 pm)	0	18	9	0	15	8
Learning from Home						
Weekdays worked on schoolwork (5 days)[¶δ]						
Synchronous instruction (4 days or more)[‖δ]						
Meaningful opportunities[†δ]						
Mental Health						
Frequent sadness[†]	3	6	14	6	15	6
Wellness[†]	87	85	69	87	83	92

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

[\|]*This morning.*

[¶]*Past 30 days.*

[δ]*Remote only.*

[‖]*Past 7 days.*

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

Military-Connected School Module

1. Module Sample

Table E1.1

Student Sample for Military-Connected School Module

	Grade 3	Grade 4	Grade 5
Student Sample Size			
Target sample	146	183	134
Final number	59	49	74
Response Rate	40%	27%	55%

2. Family Military Status

Table E2.1

Family Military Connections

	Grade 3 %	Grade 4 %	Grade 5 %
Do you have someone in your family who is currently in the military?			
No	52	51	67
Yes	38	37	29
Don't know	10	12	4
Do you have someone in your family who is in the military now or sometime in the last 10 years?			
No	44	35	50
Yes	35	56	39
Don't know	21	9	11
Who in your family is currently in the military?[A]			
No one in my family is in the military	54	44	61
Father	32	38	21
Mother	7	2	8
Brother or sister	0	0	3
Grandparent or other relative	13	6	10
Don't know	9	15	7

Question ES E.1, 2, 24: 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 3 %	Grade 4 %	Grade 5 %
I feel that I have more responsibilities at home than my friends.			
Not at all true	34	27	34
A little true	27	31	22
Pretty much true	14	19	20
Very much true	8	23	15
Don't know	17	0	9

Question ES E.4: 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 3 %	Grade 4 %	Grade 5 %
I know how to solve problems in my life better than most of my friends.			
Not at all true	7	9	4
A little true	31	37	40
Pretty much true	31	26	29
Very much true	5	24	7
Don't know	26	4	19

Question ES E.6: 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 3 %	Grade 4 %	Grade 5 %
Adults in this school respect my family.			
Not at all true	0	4	0
A little true	5	6	8
Pretty much true	17	19	24
Very much true	57	55	56
Don't know	21	15	13
I felt welcomed when I came to this school.			
Not at all true	3	4	7
A little true	3	15	15
Pretty much true	33	39	25
Very much true	57	39	46
Don't know	3	2	6
I have a hard time paying attention in school.			
Not at all true	51	30	32
A little true	32	54	38
Pretty much true	9	4	14
Very much true	5	11	13
Don't know	4	0	3

Question ES E.8-10: 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 3 %	Grade 4 %	Grade 5 %
My parents help me with my school work.			
Not at all true	3	7	6
A little true	29	24	47
Pretty much true	17	41	26
Very much true	48	26	18
Don't know	2	2	3
My parents come to school to meet my teachers or to attend events.			
Not at all true	9	2	1
A little true	18	24	10
Pretty much true	36	22	33
Very much true	27	46	52
Don't know	9	7	3

Question ES E.11, 12: 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 3 %	Grade 4 %	Grade 5 %
I have a hard time making friends because I have to change schools often.			
Not at all true	75	67	81
A little true	14	13	9
Pretty much true	2	7	1
Very much true	2	7	7
Don't know	7	7	1

Question ES E.14: 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 3 %	Grade 4 %	Grade 5 %
I feel proud of my family.			
Not at all true	0	0	1
A little true	2	0	0
Pretty much true	15	21	18
Very much true	78	73	79
Don't know	5	6	1

Question ES E.3: I feel proud of my family.
Note: Cells are empty if there are less than 10 respondents.

Table E5.2

Positive Affect

	Grade 3 %	Grade 4 %	Grade 5 %
How often did you...			
feel full of energy in the last 30 days?			
None of the time	2	2	4
A little of the time	4	9	16
Some of the time	15	29	21
Most of the time	44	33	30
All of the time	33	22	23
Don't know	4	4	6
feel happy in the last 30 days?			
None of the time	4	2	1
A little of the time	9	2	7
Some of the time	9	20	10
Most of the time	44	57	53
All of the time	33	18	27
Don't know	0	0	1

Question ES E.15, 16: 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

	Grade 3 %	Grade 4 %	Grade 5 %
How often did you...			
feel good about life in the last 30 days?			
None of the time	4	5	1
A little of the time	2	7	4
Some of the time	5	11	10
Most of the time	24	32	41
All of the time	64	41	40
Don't know	2	5	3
feel excited in the last 30 days?			
None of the time	6	7	3
A little of the time	15	12	4
Some of the time	7	21	27
Most of the time	31	30	41
All of the time	33	23	23
Don't know	7	7	1

Question ES E.20, 23: 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

	Grade 3 %	Grade 4 %	Grade 5 %
How often did you...			
feel like everything is hard to do in the last 30 days?			
None of the time	29	22	20
A little of the time	38	49	37
Some of the time	20	16	19
Most of the time	9	9	11
All of the time	2	4	7
Don't know	2	0	6
feel like nothing makes you happy in the last 30 days?			
None of the time	67	52	51
A little of the time	9	34	29
Some of the time	11	7	7
Most of the time	5	0	6
All of the time	2	2	3
Don't know	5	5	4
feel like it is hard to sit still in the last 30 days?			
None of the time	33	30	27
A little of the time	33	16	29
Some of the time	15	19	19
Most of the time	5	12	10
All of the time	9	21	13
Don't know	5	2	3

Question ES E.17-19: 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

	Grade 3 %	Grade 4 %	Grade 5 %
How often did you...			
feel nervous in the last 30 days?			
None of the time	33	21	17
A little of the time	37	35	41
Some of the time	17	28	24
Most of the time	6	12	10
All of the time	4	2	3
Don't know	4	2	4
feel that you do not have much hope in the last 30 days?			
None of the time	58	58	47
A little of the time	9	26	17
Some of the time	9	2	14
Most of the time	11	7	10
All of the time	8	2	6
Don't know	4	5	6

Question ES E.21, 22: 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 3 %	Grade 4 %	Grade 5 %
How many times did you have to change your school because you moved away?			
I did not change school because I moved	24	35	33
Changed once	18	13	28
Twice	13	7	10
Three times	15	17	13
Four times	5	4	1
More than four times	13	15	13
Don't know	13	9	1

Question ES E.13: 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 3 %	Grade 4 %	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	52	44	51
Once	8	9	10
Twice or more	25	33	19
Don't know	15	14	20

Question ES E.25: 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 3 %	Grade 4 %	Grade 5 %
I have traveled a lot and have seen many interesting places.			
Not at all true	5	0	4
A little true	7	23	23
Pretty much true	34	25	22
Very much true	51	52	49
Don't know	3	0	3

Question ES E.5: 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 3 %	Grade 4 %	Grade 5 %
When I grow up I would like to join the military.			
Not at all true	50	45	58
A little true	28	28	14
Pretty much true	2	4	4
Very much true	7	4	7
Don't know	14	19	17

Question ES E.7: 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 by Military-Connected Family Status

	Grade 3	Grade 4	Grade 5
Student Sample			
Military-connected family	20	18	18
Non-military-connected family (other)	39	31	56

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

Table E8.2

Perceived Responsibilities by Military-Connected Family Status

	Grade 3		Grade 4		Grade 5	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
I feel that I have more responsibilities at home than my friends.						
Not at all true	30	36	18	32	28	36
A little true	20	31	41	26	22	21
Pretty much true	15	13	24	16	17	21
Very much true	15	5	18	26	22	13
Don't know	20	15	0	0	11	9

Question ES E.4: 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 3		Grade 4		Grade 5	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
I know how to solve problems in my life better than most of my friends.						
Not at all true	10	5	6	10	6	4
A little true	25	34	47	31	47	38
Pretty much true	20	37	12	34	29	29
Very much true	10	3	29	21	12	5
Don't know	35	21	6	3	6	24

Question ES E.6: 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 3		Grade 4		Grade 5	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
Adults in this school respect my family.						
Not at all true	0	0	6	3	0	0
A little true	5	5	0	10	0	11
Pretty much true	20	16	24	17	12	27
Very much true	60	55	59	53	71	51
Don't know	15	24	12	17	18	11
I felt welcomed when I came to this school.						
Not at all true	0	5	13	0	0	9
A little true	0	5	13	17	35	9
Pretty much true	25	37	25	47	29	24
Very much true	65	53	44	37	35	50
Don't know	10	0	6	0	0	7
I have a hard time paying attention in school.						
Not at all true	50	51	19	37	41	30
A little true	25	35	63	50	35	39
Pretty much true	0	14	6	3	24	11
Very much true	15	0	13	10	0	17
Don't know	10	0	0	0	0	4

Question ES E.8-10: 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 3		Grade 4		Grade 5	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
My parents help me with my school work.						
Not at all true	10	0	0	10	12	4
A little true	35	26	31	20	29	53
Pretty much true	10	21	38	43	41	22
Very much true	40	53	25	27	18	18
Don't know	5	0	6	0	0	4
My parents come to school to meet my teachers or to attend events.						
Not at all true	16	6	0	3	0	2
A little true	11	22	25	23	6	12
Pretty much true	32	39	13	27	24	37
Very much true	32	25	56	40	71	46
Don't know	11	8	6	7	0	4

Question ES E.11, 12: 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 3		Grade 4		Grade 5	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
I have a hard time making friends because I have to change schools often.						
Not at all true	63	81	50	77	59	89
A little true	26	8	19	10	24	4
Pretty much true	5	0	6	7	0	2
Very much true	0	3	13	3	18	4
Don't know	5	8	13	3	0	2

Question ES E.14: 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 3		Grade 4		Grade 5	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
I feel proud of my family.						
Not at all true	0	0	0	0	0	2
A little true	0	3	0	0	0	0
Pretty much true	10	18	12	26	22	16
Very much true	80	77	82	68	78	80
Don't know	10	3	6	6	0	2

Question ES E.3: 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 3		Grade 4		Grade 5	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
How often did you...						
feel full of energy in the last 30 days?						
None of the time	0	3	6	0	0	6
A little of the time	6	3	6	10	24	13
Some of the time	6	19	38	24	24	21
Most of the time	44	43	38	31	29	30
All of the time	44	27	13	28	24	23
Don't know	0	5	0	7	0	8
feel happy in the last 30 days?						
None of the time	6	3	6	0	0	2
A little of the time	11	8	6	0	12	6
Some of the time	6	11	25	18	12	9
Most of the time	44	44	44	64	29	60
All of the time	33	33	19	18	47	21
Don't know	0	0	0	0	0	2

Question ES E.15, 16: 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 3		Grade 4		Grade 5	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
How often did you...						
feel good about life in the last 30 days?						
None of the time	6	3	6	4	0	2
A little of the time	6	0	13	4	6	4
Some of the time	6	5	19	7	6	11
Most of the time	17	27	38	29	53	38
All of the time	67	62	25	50	35	42
Don't know	0	3	0	7	0	4
feel excited in the last 30 days?						
None of the time	6	6	13	4	0	4
A little of the time	11	17	19	7	6	4
Some of the time	0	11	31	15	24	28
Most of the time	33	31	19	37	53	38
All of the time	39	31	13	30	18	25
Don't know	11	6	6	7	0	2

Question ES E.20, 23: 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 3		Grade 4		Grade 5	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
How often did you...						
feel like everything is hard to do in the last 30 days?						
None of the time	44	22	19	24	29	17
A little of the time	33	41	50	48	35	38
Some of the time	17	22	19	14	12	21
Most of the time	6	11	0	14	6	13
All of the time	0	3	13	0	12	6
Don't know	0	3	0	0	6	6
feel like nothing makes you happy in the last 30 days?						
None of the time	67	68	25	68	65	47
A little of the time	6	11	69	14	18	32
Some of the time	17	8	0	11	6	8
Most of the time	6	5	0	0	6	6
All of the time	6	0	6	0	6	2
Don't know	0	8	0	7	0	6

Question ES E.17, 18: 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 3		Grade 4		Grade 5	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
How often did you...						
feel like it is hard to sit still in the last 30 days?						
None of the time	28	35	20	36	24	28
A little of the time	44	27	13	18	35	26
Some of the time	11	16	13	21	24	17
Most of the time	6	5	20	7	6	11
All of the time	11	8	33	14	12	13
Don't know	0	8	0	4	0	4
feel nervous in the last 30 days?						
None of the time	33	33	13	26	24	15
A little of the time	39	36	44	30	35	43
Some of the time	22	14	31	26	24	25
Most of the time	0	8	13	11	18	8
All of the time	6	3	0	4	0	4
Don't know	0	6	0	4	0	6

Question ES E.19, 21: 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 3		Grade 4		Grade 5	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
How often did you...						
feel that you do not have much hope in the last 30 days?						
None of the time	44	66	56	59	65	42
A little of the time	17	6	31	22	6	21
Some of the time	11	9	0	4	12	15
Most of the time	17	9	13	4	6	11
All of the time	11	6	0	4	12	4
Don't know	0	6	0	7	0	8

Question ES E.22: 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 3		Grade 4		Grade 5	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
How many times did you have to change your school because you moved away?						
I did not change school because I moved	0	36	6	50	6	42
Changed once	16	19	6	17	18	31
Twice	16	11	13	3	6	12
Three times	16	14	31	10	24	10
Four times	16	0	0	7	6	0
More than four times	32	3	31	7	41	4
Don't know	5	17	13	7	0	2

Question ES E.13: 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 3		Grade 4		Grade 5	
	Mil. %	Other %	Mil. %	Other %	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	6	76	6	67	6	65
Once	17	3	19	4	24	6
Twice or more	72	0	63	15	59	6
Don't know	6	21	13	15	12	23

Question ES E.25: 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 3		Grade 4		Grade 5	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
I have traveled a lot and have seen many interesting places.						
Not at all true	0	8	0	0	0	5
A little true	10	5	24	23	6	29
Pretty much true	15	44	24	26	11	25
Very much true	70	41	53	52	83	38
Don't know	5	3	0	0	0	4

Question ES E.5: 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 3		Grade 4		Grade 5	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
When I grow up I would like to join the military.						
Not at all true	20	66	24	57	41	64
A little true	45	18	41	20	12	15
Pretty much true	5	0	6	3	12	2
Very much true	10	5	6	3	12	5
Don't know	20	11	24	17	24	15

Question ES E.7: 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.

Social Emotional Health Module

1. Module Sample

Table F1.1

Student Sample for Social Emotional Health Module

	Grade 3	Grade 4	Grade 5
Student Sample Size			
Target sample	146	183	134
Final number	62	59	77
Response Rate	42%	32%	57%

2. Summary of Key Indicators

Table F2.1

Key Indicators of Social Emotional Health

	Grade 3 %	Grade 4 %	Grade 5 %	Table
Covitality[†‡]	85	80	80	
Belief in self[†]	90	89	87	F2.2
Belief in others[†‡]	86	82	81	F2.2
Empathy[†]	85	85	84	F5.1
Engaged living[†]	78	65	68	F2.2
Growth mindset[Γ]	88	92	84	F7.1
Collaboration[†]	83	91	86	F8.1
Problem solving[†]	75	61	64	F9.1
Social emotional distress[Ā]	14	13	18	F10.1
Life satisfaction[∓]	81	80	77	F10.2

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

Table numbers refer to tables for domains or subdomains, or item-level results for the survey questions that comprise each scale.

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

[‡]*Average percent of respondents reporting "Pretty much true" or "Very much true."*

[Γ]*All survey questions that comprise the scale were reverse-coded in computing the scale score.*

[Ā]*Average percent of respondents reporting "Often" or "Always."*

[∓]*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

Table F2.2

Covitality Domain and Subdomains

	Grade 3 %	Grade 4 %	Grade 5 %	Table
Belief in self[†]	90	89	87	
Self-efficacy[†]	90	88	87	F3.1
Persistence[†]	90	90	88	F3.2
Belief in others[†‡]	86	82	81	
School supports[†]	89	82	77	F4.1
Peer supports[‡]	82	81	85	F4.2
Emotional competence				
Empathy[†]	85	85	84	F5.1
Engaged living[†]	78	65	68	
Optimism[†]	82	74	76	F6.1
Gratitude[†]	93	88	86	F6.2
Zest[†]	59	30	42	F6.3

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

Table numbers refer to tables for domains or subdomains, or item-level results for the survey questions that comprise each scale.

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

[‡]*Average percent of respondents reporting "Pretty much true" or "Very much true."*

3. Belief in Self

Table F3.1

Self-Efficacy Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Self-efficacy			
Average reporting "Yes, most of the time" or "Yes, all of the time"	90	88	87
Can you do most things if you try?			
No, never	0	2	1
Yes, some of the time	15	7	7
Yes, most of the time	43	58	54
Yes, all of the time	43	33	38
Can you work out your problems?			
No, never	0	2	0
Yes, some of the time	7	21	17
Yes, most of the time	54	42	54
Yes, all of the time	39	35	29
Are there many things you do well?			
No, never	0	0	0
Yes, some of the time	8	5	14
Yes, most of the time	49	51	49
Yes, all of the time	43	44	37

Question F.8-10: Can you do most things if you try?... Can you work out your problems?... Are there many things you do well?

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

Table F3.2

Persistence Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Persistence			
Average reporting "Yes, most of the time" or "Yes, all of the time"	90	90	88
Do you finish all your school assignments?			
No, never	2	0	1
Yes, some of the time	6	7	14
Yes, most of the time	34	39	51
Yes, all of the time	58	54	34
When you get a bad grade, do you try even harder the next time?			
No, never	3	0	0
Yes, some of the time	6	7	7
Yes, most of the time	13	19	24
Yes, all of the time	77	75	70
Do you keep working and working on your schoolwork until you get it right?			
No, never	5	2	3
Yes, some of the time	6	19	13
Yes, most of the time	34	39	56
Yes, all of the time	55	41	28
Do you keep doing your schoolwork even when it's really hard for you?			
No, never	3	0	0
Yes, some of the time	10	7	9
Yes, most of the time	19	27	37
Yes, all of the time	68	66	54

Question ES A.60-63: Do you finish all your school 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 schoolwork even when it's really hard for you?
Note: Cells are empty if there are less than 10 respondents.

4. Belief in Others

Table F4.1

School Supports Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
School supports			
Average reporting "Yes, most of the time" or "Yes, all of the time"	89	82	77
Do the teachers and other grown-ups at school...			
tell you when you do a good job?			
No, never	2	3	1
Yes, some of the time	10	24	23
Yes, most of the time	39	29	40
Yes, all of the time	50	44	35
listen when you have something to say?			
No, never	2	3	1
Yes, some of the time	16	15	29
Yes, most of the time	34	46	31
Yes, all of the time	48	36	39
believe that you can do a good job?			
No, never	3	2	1
Yes, some of the time	0	5	12
Yes, most of the time	19	20	30
Yes, all of the time	77	73	57

Question ES A.30, 39, 40: Do the teachers and other grown-ups at school tell you when you do a good job?... Do the teachers and other grown-ups at school listen when you have something to say?... Do the teachers and other grown-ups at school believe that you can do a good job?

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

Table F4.2

Peer Supports Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Peer supports			
Average reporting "Pretty much true" or "Very much true"	82	81	85
I have a friend my age who really cares about me.			
Not at all true	3	0	1
A little true	3	6	4
Pretty much true	23	15	18
Very much true	70	80	76
I have a friend my age who helps me when I am having a hard time.			
Not at all true	0	4	3
A little true	7	9	8
Pretty much true	43	22	25
Very much true	50	65	64
I have a friend my age who talks with me about my problems.			
Not at all true	13	13	13
A little true	27	24	16
Pretty much true	22	31	29
Very much true	38	31	42

Question F.23-25: I have a friend my age who really cares about me... I have a friend my age who helps me when I am having a hard time... I have a friend my age who talks with me about my problems.

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

5. Emotional Competence

Table F5.1

Empathy Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Empathy			
Average reporting "Yes, most of the time" or "Yes, all of the time"	85	85	84
Do you try to understand how other people feel?			
No, never	3	2	3
Yes, some of the time	15	10	14
Yes, most of the time	32	31	38
Yes, all of the time	50	57	45
Do you feel bad when someone else gets their feelings hurt?			
No, never	2	2	0
Yes, some of the time	5	7	8
Yes, most of the time	18	27	29
Yes, all of the time	76	64	64
Do you try to understand what other people go through?			
No, never	7	7	3
Yes, some of the time	15	17	21
Yes, most of the time	41	34	36
Yes, all of the time	38	42	41

Question ES F.3-5: Do you try to understand how other people feel?... Do you feel bad when someone else gets their feelings hurt?... Do you try to understand what other people go through?

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

6. Engaged Living

Table F6.1

Optimism Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Optimism			
Average reporting "Yes, most of the time" or "Yes, all of the time"	82	74	76
When you have a problem at school, do you think it will get better in the future?			
No, never	13	5	8
Yes, some of the time	18	22	24
Yes, most of the time	36	42	38
Yes, all of the time	33	31	30
Do you expect that you will feel happy during class time?			
No, never	2	7	5
Yes, some of the time	13	31	22
Yes, most of the time	44	42	42
Yes, all of the time	41	20	30
Do you feel positive that good things will happen to you at school?			
No, never	5	9	4
Yes, some of the time	15	22	19
Yes, most of the time	46	44	44
Yes, all of the time	34	24	33
Do you feel positive that you will have fun with your friends at school?			
No, never	0	2	1
Yes, some of the time	8	7	13
Yes, most of the time	20	33	21
Yes, all of the time	72	57	64

Question ES F.16, 18, 20, 22: When you have a problem at school, do you think it will get better in the future?... Do you expect that you will feel happy during class time?... Do you feel positive that good things will happen to you at school?... Do you feel positive that you will have fun with your friends at school?

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

Table F6.2

Gratitude Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Gratitude			
Average reporting "Yes, most of the time" or "Yes, all of the time"	93	88	86
Do you feel thankful to go to your school?			
No, never	0	2	3
Yes, some of the time	6	10	13
Yes, most of the time	11	29	32
Yes, all of the time	82	59	53
Are you thankful when you get to learn new things at school?			
No, never	0	5	1
Yes, some of the time	10	13	24
Yes, most of the time	28	36	25
Yes, all of the time	62	46	50
Are you thankful to have nice teachers at your school?			
No, never	2	0	0
Yes, some of the time	2	5	3
Yes, most of the time	10	13	20
Yes, all of the time	87	82	78

Question ES F.6, 14, 17: Do you feel thankful to go to your school?... Are you thankful when you get to learn new things at school?... Are you thankful to have nice teachers at your school?
Note: Cells are empty if there are less than 10 respondents.

Table F6.3
Zest Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Zest			
Average reporting "Yes, most of the time" or "Yes, all of the time"	59	30	42
Do you get really excited when you learn something new at school?			
No, never	7	14	9
Yes, some of the time	23	50	37
Yes, most of the time	44	25	38
Yes, all of the time	26	11	16
Do you wake up in the morning excited to go to school?			
No, never	18	22	9
Yes, some of the time	21	44	48
Yes, most of the time	49	24	31
Yes, all of the time	11	9	12
Do you get excited about your schoolwork?			
No, never	19	28	25
Yes, some of the time	36	48	46
Yes, most of the time	31	19	26
Yes, all of the time	15	6	3

Question ES F.15, 19, 21: Do you get really excited when you learn something new at school?... Do you wake up in the morning excited to go to school?... Do you get excited about your schoolwork?
Note: Cells are empty if there are less than 10 respondents.

7. Growth Mindset

Table F7.1
Growth Mindset Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Growth mindset[Γ]			
Average reporting "A little true" or "Not at all true"	88	92	84
Challenging myself won't make me any smarter.			
Not at all true	72	79	54
A little true	12	15	21
Pretty much true	5	0	9
Very much true	10	6	16
There are some things I am not capable of learning.			
Not at all true	50	38	46
A little true	31	50	39
Pretty much true	3	6	9
Very much true	16	6	5
If I am not naturally smart in a subject, I will never do well in it.			
Not at all true	81	71	70
A little true	15	21	22
Pretty much true	3	4	3
Very much true	0	4	5

Question ES F.26-28: Challenging myself won't make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.

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

[Γ]*All survey questions that comprise the scale were reverse-coded in computing the scale score.*

8. Collaboration

Table F8.1

Collaboration Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Collaboration			
Average reporting "Yes, most of the time" or "Yes, all of the time"	83	91	86
Do you get along or work well with students who are different from you?			
No, never	2	0	1
Yes, some of the time	10	9	8
Yes, most of the time	37	45	47
Yes, all of the time	52	47	43
Do you enjoy working with other students?			
No, never	0	0	0
Yes, some of the time	34	16	19
Yes, most of the time	35	43	40
Yes, all of the time	31	41	41
Do you listen to other students' ideas?			
No, never	2	2	1
Yes, some of the time	3	2	12
Yes, most of the time	29	48	30
Yes, all of the time	66	48	57

Question ES F.1, 2, 7: Do you get along or work well with students who are different from you?... Do you enjoy working with other students?... Do you listen to other students' ideas?

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

9. Problem Solving

Table F9.1

Problem Solving Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Problem solving			
Average reporting "Yes, most of the time" or "Yes, all of the time"	75	61	64
Do you know where to go for help with a problem?			
No, never	2	2	3
Yes, some of the time	11	18	9
Yes, most of the time	34	25	28
Yes, all of the time	52	55	61
Do you try to work out your problems by talking or writing about them?			
No, never	10	20	17
Yes, some of the time	26	39	36
Yes, most of the time	43	30	26
Yes, all of the time	21	11	21
When you need help, do you find someone to talk with about it?			
No, never	8	7	16
Yes, some of the time	16	33	26
Yes, most of the time	43	35	29
Yes, all of the time	33	25	29

Question ES F.11-13: Do you know where to go for help with a problem?... Do you try to work out your problems by talking or writing about them?... When you need help, do you find someone to talk with about it?
Note: Cells are empty if there are less than 10 respondents.

10. Social and Emotional Health

Table F10.1

Social Emotional Distress Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Social emotional distress			
Average reporting "Often" or "Always"	14	13	18
I feel lonely.			
Never	44	50	38
Sometimes	41	42	42
Often	12	6	15
Always	3	2	4
I am unhappy.			
Never	40	14	19
Sometimes	53	76	71
Often	5	8	8
Always	2	2	1
Nobody likes me.			
Never	68	70	60
Sometimes	27	22	26
Often	3	6	10
Always	2	2	4
I worry a lot.			
Never	27	24	16
Sometimes	51	49	49
Often	15	20	21
Always	7	6	14
I have problems sleeping.			
Never	47	45	41
Sometimes	29	35	42
Often	19	14	13
Always	5	6	4

Question ES F.33-37: I feel lonely... I am unhappy... Nobody likes me... I worry a lot... I have problems sleeping.

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

Table F10.1

Social Emotional Distress Scale Questions – Continued

	Grade 3 %	Grade 4 %	Grade 5 %
I feel scared.			
Never	37	35	35
Sometimes	51	57	51
Often	12	4	13
Always	0	4	1
I worry when I am at school.			
Never	71	49	55
Sometimes	15	39	26
Often	8	8	15
Always	5	4	4

Question ES F.38, 39: I feel scared... I worry when I am at school.

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

Table F10.2
Life Satisfaction Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %
Life satisfaction			
Average reporting "Satisfied" or "Very satisfied"	81	80	77
I would describe my satisfaction with...			
my family life as...			
Very dissatisfied	0	2	3
Dissatisfied	0	0	0
A little dissatisfied	7	0	1
A little satisfied	9	6	11
Satisfied	27	37	22
Very satisfied	57	55	64
my friendships as...			
Very dissatisfied	2	0	1
Dissatisfied	0	2	1
A little dissatisfied	2	0	3
A little satisfied	14	6	8
Satisfied	30	47	29
Very satisfied	52	45	57
my school experience as...			
Very dissatisfied	2	4	3
Dissatisfied	2	0	0
A little dissatisfied	7	4	12
A little satisfied	13	29	19
Satisfied	52	53	42
Very satisfied	25	10	23

Question ES F.29-31: I would describe my satisfaction with my family life as... I would describe my satisfaction with my friendships as... I would describe my satisfaction with my school experiences as...
Note: Cells are empty if there are less than 10 respondents.

Table F10.2

Life Satisfaction Scale Questions – Continued

	Grade 3 %	Grade 4 %	Grade 5 %
I would describe my satisfaction with...			
my myself as...			
Very dissatisfied	5	0	4
Dissatisfied	4	0	3
A little dissatisfied	7	8	8
A little satisfied	4	18	15
Satisfied	31	31	29
Very satisfied	49	43	41

Question ES F.32: I would describe my satisfaction with myself as.

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