

CALIFORNIA HEALTHY KIDS SURVEY



Silver Strand Elementary Elementary 2022-2023 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education School Health Office. For contract information, contact:

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Recommended citation:

Silver Strand Elementary School. *California Healthy Kids Survey, 2022-2023: Main Report*. San Francisco: WestEd for the California Department of Education.

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from 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

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, School Health and Safety Office. Special recognition to Cindy Zheng, at WestEd, who oversees the generation of CalSCHLS reports and data quality assurance.

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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
<i>Student Sample Size</i>			
Target sample	30	32	30
Final number	29	19	29
Response Rate	97%	59%	97%

Table A1.2

Number of Respondents by Instructional Model

	Grade 3	Grade 4	Grade 5
In-school learning only	29	19	29
Remote learning only	0	0	0

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 ^{†#} (<i>In-School Only</i>)	83	69	88	A6.3
School connectedness ^{†ψ} (<i>Remote Only</i>)				A6.3
Academic motivation [†]	97	87	93	A6.3
School boredom [†]	41	42	36	A6.9
Caring adults in school [†]	89	74	93	A6.3
High expectations-adults in school [†]	95	83	94	A6.3
Meaningful participation [†]	45	34	47	A6.3
Facilities upkeep ^{†Φ}	100	84	97	A6.11
Parent involvement in schooling [†]	76	81	73	A10.2
Social and emotional learning supports [†]	87	71	87	A7.1
Anti-bullying climate [†]	85	67	85	A9.6
School Safety and Cyberbullying				
Feel safe at school ^{†Φ}	100	79	82	A9.1
Feel safe on way to and from school ^{†Φ}	89	68	93	A9.1
Been hit or pushed ^Φ	33	24	32	A9.2
Mean rumors spread about you	42	37	43	A9.2
Called bad names or target of mean jokes	48	50	43	A9.2
Saw a weapon at school ^{§Φ}	0	11	4	A9.5
Cyberbullying [¶]	19	11	14	A9.3
School Disciplinary Environment				
Rule clarity [†]	100	72	93	A8.2
Students well behaved [†]	77	58	71	A8.4
Students treated fairly when break rules [†]	52	68	71	A8.1
Students treated with respect [†]	96	84	100	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.

^ψThe scale was based on four questions for remote respondents.

^ΦIn-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 ^ϕ			18	A11.1
Marijuana use ^ϕ			0	A11.1
Cigarette use ^ϕ			4	A12.1
Vaping ^ϕ			7	A12.1
Routines				
Eating of breakfast ^l	96	84	79	A4.1
Late bedtime (at 10 pm or later)	7	32	14	A4.2
Learning from Home				
Weekdays worked on schoolwork (5 days) ^{¶δ}				A5.1
Synchronous instruction (4 days or more) ^δ				A5.1
Meaningful opportunities ^{†δ}				A5.2
Mental Health				
Frequent sadness [†]	0	21	7	A13.1
Wellness [†]	100	79	89	A13.2

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

^ϕLifetime.

^lThis morning.

^{||}Past 7 days.

[¶]Past 30 days.

^δRemote 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	100	100	100
Remote Learning Model	0	0	0

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	55	42	45
Male	45	58	55

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	4	0	0
Asian or Asian American, non-Hispanic	4	0	0
Black or African American, non-Hispanic	0	0	7
Hispanic or Latinx	4	11	21
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0
White, non-Hispanic	50	53	59
Multiracial, non-Hispanic	13	32	7
Something else, non-Hispanic	25	5	7

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	60	74	86
1 day	16	5	10
2 days	0	5	0
3 days	4	0	0
4 days	0	0	0
5 days	20	16	3

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

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

4. Routines

Table A4.1

Eating of Breakfast

	Grade 3 %	Grade 4 %	Grade 5 %
No	4	16	21
Yes	96	84	79

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	59	16	28
Between 9:00 pm and 10:00 pm	33	53	59
Between 10:00 pm and 11:00 pm	7	11	7
Between 11:00 pm and midnight	0	11	3
After 12:00 am	0	11	3
<i>Late bedtime (at 10 pm or later)</i>	7	32	14

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	22	26	18
Better than most students	33	26	43
About the same as others	41	42	29
Don't do as well as most others	4	5	11

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	50	53	45
1 day	18	26	28
2 days	14	16	21
3 or more days	18	5	7

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	64	78	
Caring adults in school	89	74	93	A6.4
High expectations-adults in school	95	83	94	A6.5
Meaningful participation at school	45	34	47	A6.6
School connectedness [#] <i>(In-School Only)</i>	83	69	88	A6.7
School connectedness ^ψ <i>(Remote Only)</i>				A6.7
Academic motivation	97	87	93	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.

^ψThe 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			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	89	74	93
<i>Do the teachers and other grown-ups at school... care about you?</i>			
No, never	0	0	0
Yes, some of the time	4	22	4
Yes, most of the time	11	28	21
Yes, all of the time	85	50	75
<i>listen when you have something to say?</i>			
No, never	0	0	0
Yes, some of the time	7	21	4
Yes, most of the time	26	47	57
Yes, all of the time	67	32	39
<i>make an effort to get to know you?</i>			
No, never	4	5	0
Yes, some of the time	19	32	14
Yes, most of the time	26	32	43
Yes, all of the time	52	32	43

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			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	95	83	94
<i>Do the teachers and other grown-ups at school... tell you when you do a good job?</i>			
No, never	0	11	0
Yes, some of the time	11	21	10
Yes, most of the time	30	42	66
Yes, all of the time	59	26	24
<i>believe that you can do a good job?</i>			
No, never	0	0	4
Yes, some of the time	0	11	4
Yes, most of the time	22	26	32
Yes, all of the time	78	63	61
<i>want you to do your best?</i>			
No, never	0	0	0
Yes, some of the time	4	6	0
Yes, most of the time	7	11	18
Yes, all of the time	89	83	82

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			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	45	34	47
Are you given a chance to help decide school activities or rules?			
No, never	39	42	28
Yes, some of the time	36	47	45
Yes, most of the time	11	11	24
Yes, all of the time	14	0	3
Do the teachers and other grown-ups at school ask you about your ideas?			
No, never	4	16	7
Yes, some of the time	46	42	45
Yes, most of the time	46	37	34
Yes, all of the time	4	5	14
Do the teachers and other grown-ups give you a chance to solve school problems?			
No, never	7	21	10
Yes, some of the time	26	32	45
Yes, most of the time	37	32	34
Yes, all of the time	30	16	10
Do you get to do interesting activities at/when you participate in school?			
No, never	0	0	0
Yes, some of the time	30	47	17
Yes, most of the time	22	21	62
Yes, all of the time	48	32	21

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	48	32	24
Yes, some of the time	30	58	45
Yes, most of the time	19	11	21
Yes, all of the time	4	0	10
Do your teachers ask you what you want to learn about?			
No, never	48	63	46
Yes, some of the time	44	32	39
Yes, most of the time	7	5	11
Yes, all of the time	0	0	4
Do you do things to be helpful at school?			
No, never	0	5	4
Yes, some of the time	22	26	18
Yes, most of the time	37	47	39
Yes, all of the time	41	21	39

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)			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	83	69	88
School connectedness^ψ (Remote Only)			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>			
Do you feel close to people at/from this school?			
No, never	7	11	3
Yes, some of the time	32	47	21
Yes, most of the time	32	16	45
Yes, all of the time	29	26	31
Are you happy to be at/with this school?			
No, never	4	0	0
Yes, some of the time	11	21	3
Yes, most of the time	29	47	52
Yes, all of the time	57	32	45
Do you feel like you are part of this school?			
No, never	7	11	0
Yes, some of the time	18	32	14
Yes, most of the time	14	26	34
Yes, all of the time	61	32	52
Do teachers treat students fairly?			
No, never	0	0	0
Yes, some of the time	4	11	0
Yes, most of the time	25	37	41
Yes, all of the time	71	53	59

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? (<i>In-School Only</i>)			
No, never	0	0	4
Yes, some of the time	0	21	14
Yes, most of the time	26	37	32
Yes, all of the time	74	42	50

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			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	97	87	93
Do you finish all your school assignments?			
No, never	0	0	0
Yes, some of the time	0	11	0
Yes, most of the time	48	58	50
Yes, all of the time	52	32	50
When you get a bad grade, do you try even harder the next time?			
No, never	7	6	0
Yes, some of the time	0	6	7
Yes, most of the time	19	39	25
Yes, all of the time	74	50	68
Do you keep working and working on your schoolwork until you get it right?			
No, never	0	5	4
Yes, some of the time	0	16	11
Yes, most of the time	23	42	54
Yes, all of the time	77	37	32
Do you keep doing your schoolwork even when it’s really hard for you?			
No, never	0	5	4
Yes, some of the time	4	0	4
Yes, most of the time	19	26	39
Yes, all of the time	78	68	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.

Table A6.9***School Boredom***

	Grade 3 %	Grade 4 %	Grade 5 %
No, never	30	11	21
Yes, some of the time	30	47	43
Yes, most of the time	19	26	29
Yes, all of the time	22	16	7

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	4	5	0
Yes, some of the time	11	26	17
Yes, most of the time	15	32	34
Yes, all of the time	70	37	48

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	5	0
Yes, some of the time	0	11	3
Yes, most of the time	46	53	59
Yes, all of the time	54	32	38

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			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	87	71	87
<i>Does your school...</i>			
help students resolve conflicts with one another?			
No, never	4	5	0
Yes, some of the time	4	26	11
Yes, most of the time	50	37	39
Yes, all of the time	42	32	50
teach students to understand how other students think and feel?			
No, never	4	0	0
Yes, some of the time	20	42	36
Yes, most of the time	28	42	25
Yes, all of the time	48	16	39
teach students to feel responsible for how they act?			
No, never	8	5	0
Yes, some of the time	12	26	0
Yes, most of the time	31	47	50
Yes, all of the time	50	21	50
teach students to care about each other and treat each other with respect?			
No, never	0	0	0
Yes, some of the time	4	11	7
Yes, most of the time	15	53	11
Yes, all of the time	81	37	82

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	7	11	14
Yes, some of the time	29	42	48
Yes, most of the time	25	42	21
Yes, all of the time	39	5	17

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	0	5	3
Yes, some of the time	15	37	10
Yes, most of the time	65	58	69
Yes, all of the time	19	0	17

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			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	85	76	86
Do teachers treat students fairly?			
No, never	0	0	0
Yes, some of the time	4	11	0
Yes, most of the time	25	37	41
Yes, all of the time	71	53	59
Are the school rules fair?			
No, never	0	0	4
Yes, some of the time	7	37	25
Yes, most of the time	37	47	46
Yes, all of the time	56	16	25
Do teachers and other grown-ups at school treat students with respect?			
No, never	0	5	0
Yes, some of the time	4	11	0
Yes, most of the time	15	42	57
Yes, all of the time	81	42	43
Are students treated fairly when they break school rules?			
No, never	8	11	4
Yes, some of the time	40	21	25
Yes, most of the time	36	53	36
Yes, all of the time	16	16	36

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	0	6	4
Yes, some of the time	0	22	4
Yes, most of the time	52	39	46
Yes, all of the time	48	33	46

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)			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	99	100	94
Positive behavior[^] (Remote Only)			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>			
Do you follow the classroom rules?			
No, never	0	0	0
Yes, some of the time	0	0	4
Yes, most of the time	30	63	43
Yes, all of the time	70	37	54
Do you follow the playground rules at recess and lunch times? (In-School Only)			
No, never	0	0	0
Yes, some of the time	4	0	11
Yes, most of the time	37	47	50
Yes, all of the time	59	53	39
Do you listen when your teacher is talking?			
No, never	0	0	4
Yes, some of the time	0	0	0
Yes, most of the time	33	63	61
Yes, all of the time	67	37	36
Are you nice to other students?			
No, never	0	0	0
Yes, some of the time	0	0	7
Yes, most of the time	19	37	32
Yes, all of the time	81	63	61

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.*

[^]*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	0	11	4
Yes, some of the time	23	32	25
Yes, most of the time	62	58	68
Yes, all of the time	15	0	4

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	0	4
Yes, some of the time	0	21	14
Yes, most of the time	26	37	32
Yes, all of the time	74	42	50
Do you feel safe on your way to and from school?			
No, never	0	11	0
Yes, some of the time	11	21	7
Yes, most of the time	15	21	29
Yes, all of the time	74	47	64

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 (<i>In-School Only</i>)			
<i>Average reporting “Yes”</i>	41	39	39
Do other kids hit or push you at school when they are not just playing around? (<i>In-School Only</i>)			
No, never	67	76	68
Yes, some of the time	22	18	21
Yes, most of the time	0	0	4
Yes, all of the time	11	6	7
Do other kids at/from school spread mean rumors or lies about you?			
No, never	58	63	57
Yes, some of the time	31	32	36
Yes, most of the time	8	0	0
Yes, all of the time	4	5	7
Do other kids at/from school call you bad names or make mean jokes about you?			
No, never	52	50	57
Yes, some of the time	37	33	29
Yes, most of the time	7	6	7
Yes, all of the time	4	11	7

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	81	89	86
Yes, some of the time	7	5	7
Yes, most of the time	7	0	7
Yes, all of the time	4	5	0

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	74	79	79
Yes	26	21	21

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	100	100	96
Yes	0	0	4
Saw another kid with a gun or knife at school			
No	100	89	96
Yes	0	11	4

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			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	85	67	85
Teachers and other grown-ups make it clear that bullying is not allowed.			
No, never	0	5	0
Yes, some of the time	4	11	7
Yes, most of the time	4	26	14
Yes, all of the time	93	58	79
If you tell a teacher that you’ve been bullied, the teacher will do something to help.			
No, never	0	0	4
Yes, some of the time	8	21	4
Yes, most of the time	12	37	32
Yes, all of the time	80	42	61
Students at/from your school try to stop bullying when they see it happening.			
No, never	4	16	7
Yes, some of the time	27	47	25
Yes, most of the time	23	32	50
Yes, all of the time	46	5	18

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			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	100	95	100
<i>Does a parent or some other grown-up at home... believe that you can do a good job?</i>			
No, never	0	0	0
Yes, some of the time	0	5	0
Yes, most of the time	11	16	14
Yes, all of the time	89	79	86
<i>want you to do your best?</i>			
No, never	0	0	0
Yes, some of the time	0	5	0
Yes, most of the time	4	5	11
Yes, all of the time	96	89	89

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			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	76	81	73
<i>Does a parent or some other grown-up at home... care about your schoolwork?</i>			
No, never	0	0	0
Yes, some of the time	0	5	11
Yes, most of the time	19	21	25
Yes, all of the time	81	74	64
<i>ask if you did your homework/schoolwork?</i>			
No, never	0	0	4
Yes, some of the time	11	11	11
Yes, most of the time	22	37	32
Yes, all of the time	67	53	54
<i>check your homework/schoolwork?</i>			
No, never	8	0	21
Yes, some of the time	12	5	50
Yes, most of the time	15	42	14
Yes, all of the time	65	53	14
<i>ask you about school?</i>			
No, never	0	0	0
Yes, some of the time	15	16	7
Yes, most of the time	22	21	29
Yes, all of the time	63	63	64
<i>ask you about your grades?</i>			
No, never	44	21	14
Yes, some of the time	30	37	18
Yes, most of the time	15	16	43
Yes, all of the time	11	26	25

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			18
Alcohol, a full glass			0
Inhalants (to get high)			0
Marijuana (smoke, vape, eat, or drink)			0
<i>None of the above</i>			82
<i>Any of the above</i>			18

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			0
Yes, a little bad			71
Yes, very bad			29
Marijuana (smoke, vape, eat, or drink)			
No, not bad			0
Yes, a little bad			11
Yes, very bad			57
I don’t know what marijuana is			32

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			4
Part of a cigarette, like one or two puffs			4
A whole cigarette			0
Ever vaped			7

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			4
Yes, a little bad			0
Yes, very bad			96
Do you think vaping is bad for a person's health?			
No, not bad			7
Yes, a little bad			11
Yes, very bad			82

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	33	5	25
Yes, some of the time	67	74	68
Yes, most of the time	0	11	7
Yes, all of the time	0	11	0

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	0	11	0
Yes, some of the time	0	11	11
Yes, most of the time	59	68	68
Yes, all of the time	41	11	21

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^{†#} (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	83	68	92
Mixed (two or more) ethnics			
Something else			
School Connectedness^{†ψ} (<i>Remote Only</i>)			
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			
Native Hawaiian or Pacific Islander			
White	100	91	90
Mixed (two or more) ethnics			
Something else			

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			
Native Hawaiian or Pacific Islander			
White	45	30	29
Mixed (two or more) ethnics			
Something else			
Caring adults in school[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	88	70	94
Mixed (two or more) ethnics			
Something else			
High expectations-adults in school[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	97	83	92
Mixed (two or more) ethnics			
Something else			

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			
Native Hawaiian or Pacific Islander			
White	40	33	48
Mixed (two or more) ethnics			
Something else			
Facilities upkeep[†] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	100	80	100
Mixed (two or more) ethnics			
Something else			
Parent involvement in schooling[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	84	82	71
Mixed (two or more) ethnics			
Something else			

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			
Native Hawaiian or Pacific Islander			
White	95	73	90
Mixed (two or more) ethnics			
Something else			
Anti-bullying climate[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	80	70	86
Mixed (two or more) ethnics			
Something else			

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			
Native Hawaiian or Pacific Islander			
White	100	80	88
Mixed (two or more) ethnics			
Something else			
Feel safe on way to and from school[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	91	60	94
Mixed (two or more) ethnics			
Something else			
Been hit or pushed			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	36		29
Mixed (two or more) ethnics			
Something else			

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			
Native Hawaiian or Pacific Islander			
White	36	10	47
Mixed (two or more) ethnics			
Something else			
Called bad names or target of mean jokes			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	45		47
Mixed (two or more) ethnics			
Something else			
Saw a weapon at school[§] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	0	0	0
Mixed (two or more) ethnics			
Something else			

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			
Native Hawaiian or Pacific Islander			
White	18	0	12
Mixed (two or more) ethnics			
Something else			

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			
Native Hawaiian or Pacific Islander			
White	100		94
Mixed (two or more) ethnics			
Something else			
Students well behaved[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	100	70	76
Mixed (two or more) ethnics			
Something else			
Students treated fairly when break rules[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	50	70	76
Mixed (two or more) ethnics			
Something else			

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			
Native Hawaiian or Pacific Islander			
White	100	80	100
Mixed (two or more) ethnics			
Something else			

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^φ			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			24
Mixed (two or more) ethnics			
Something else			
Marijuana use^φ			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			0
Mixed (two or more) ethnics			
Something else			
Cigarette use^φ			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			0
Mixed (two or more) ethnics			
Something else			

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

^φLifetime.

Table A14.5
Substance Use by Race/Ethnicity – Continued

	Grade 3 %	Grade 4 %	Grade 5 %
Vaping^φ			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			6
Mixed (two or more) ethnics			
Something else			

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

^φLifetime.

Table A14.6***Routines by Race/Ethnicity***

	Grade 3 %	Grade 4 %	Grade 5 %
Eating of breakfast¹			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	92	70	82
Mixed (two or more) ethnics			
Something else			
Late bedtime (at 10 pm or later)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	8	20	6
Mixed (two or more) ethnics			
Something else			

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

¹*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			
Native Hawaiian or Pacific Islander			
White	0	10	6
Mixed (two or more) ethnics			
Something else			
Wellness[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	100	80	94
Mixed (two or more) ethnics			
Something else			

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		Grade 4		Grade 5	
	Female %	%	Female %	Male %	Female %	Male %
School Engagement and Supports						
School connectedness ^{†#} <i>(In-School Only)</i>	92	73		78	91	86
School connectedness ^{†ψ} <i>(Remote Only)</i>						
Academic motivation [†]	98	96		89	92	94
School boredom [†]	27	58		27	33	38
Caring adults in school [†]	93	83		91	97	90
High expectations-adults in school [†]	96	94		94	97	92
Meaningful participation at school [†]	54	35		39	56	41
Facilities upkeep ^{†Φ}	100	100		100	100	94
Parent involvement in schooling [†]	79	73		78	68	76
Social and emotional learning supports [†]	89	84		82	96	80
Anti-bullying climate [†]	91	78		82	89	81

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.

^ψThe scale was based on four questions for remote respondents.

^ΦIn-school only.

Table A15.1
Key Indicators of School Climate and Substance Use by Gender – Continued

	Grade 3		Grade 4		Grade 5	
	Female %	%	Female %	Male %	Female %	Male %
School Safety and Cyberbullying						
Feel safe at school ^{†Φ}	100	100		100	92	75
Feel safe on way to and from school ^{†Φ}	93	83		82	92	94
Been hit or pushed ^Φ	7	67		20	25	38
Mean rumors spread about you	33	55		9	33	50
Called bad names or target of mean jokes	33	67		50	33	50
Saw a weapon at school ^{§Φ}	0	0		9	0	6
Cyberbullying [¶]	7	33		9	8	19
School Disciplinary Environment						
Rule clarity [†]	100	100		90	100	88
Students well behaved [†]	87	64		91	67	75
Students treated fairly when break rules [†]	54	50		55	83	63
Students treated with respect [†]	100	92		100	100	100
Substance Use						
Alcohol or drug use ^φ					8	25
Marijuana use ^φ					0	0
Cigarette use ^φ					0	6
Vaping ^φ					0	13

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

^ΦIn-school only.

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

[§]Past year.

[¶]Past 30 days.

^φLifetime.

Table A15.2
Key Indicators of Routines, Remote Learning, and Mental Health by Gender

	Grade 3		Grade 4		Grade 5	
	Female %	Male %	Female %	Male %	Female %	Male %
Routines						
Eating of breakfast ^l	93	100		82	69	88
Late bedtime (after 10 pm)	7	8		27	8	19
Learning from Home						
Weekdays worked on schoolwork (5 days) ^{¶δ}						
Synchronous instruction (4 days or more) ^δ						
Meaningful opportunities ^{†δ}						
Mental Health						
Frequent sadness [†]	0	0		18	8	6
Wellness [†]	100	100		91	83	94

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

^lThis morning.

[¶]Past 30 days.

^δRemote 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
<i>Student Sample Size</i>			
Target sample	30	32	30
Final number	28	19	27
Response Rate	93%	59%	90%

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	19	32	22
Yes	74	68	74
Don't know	7	0	4
Do you have someone in your family who is in the military now or sometime in the last 10 years?			
No	11	32	22
Yes	67	58	74
Don't know	22	11	4
Who in your family is currently in the military?^A			
No one in my family is in the military	15	32	19
Father	70	68	74
Mother	11	11	0
Brother or sister	4	0	0
Grandparent or other relative	11	16	15
Don't know	7	5	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	35	42	33
A little true	27	21	44
Pretty much true	8	11	15
Very much true	12	11	0
Don't know	19	16	7

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	4	28	19
A little true	48	61	48
Pretty much true	22	6	19
Very much true	0	6	4
Don't know	26	0	11

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	5	0
A little true	7	16	7
Pretty much true	15	16	30
Very much true	56	47	44
Don't know	22	16	19
I felt welcomed when I came to this school.			
Not at all true	4	5	4
A little true	4	16	22
Pretty much true	22	26	15
Very much true	59	47	59
Don't know	11	5	0
I have a hard time paying attention in school.			
Not at all true	44	28	26
A little true	44	56	44
Pretty much true	11	6	19
Very much true	0	6	4
Don't know	0	6	7

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	8	17	11
A little true	19	17	33
Pretty much true	12	22	22
Very much true	58	44	33
Don't know	4	0	0
My parents come to school to meet my teachers or to attend events.			
Not at all true	19	16	0
A little true	12	21	11
Pretty much true	27	37	26
Very much true	35	26	59
Don't know	8	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 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	65	68	70
A little true	12	21	22
Pretty much true	15	5	7
Very much true	4	0	0
Don't know	4	5	0

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	0
A little true	0	0	4
Pretty much true	15	11	11
Very much true	77	84	85
Don't know	8	5	0

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 %
<i>How often did you... feel full of energy in the last 30 days?</i>			
None of the time	7	6	0
A little of the time	7	11	0
Some of the time	15	11	15
Most of the time	33	50	59
All of the time	33	17	26
Don't know	4	6	0
<i>feel happy in the last 30 days?</i>			
None of the time	0	0	0
A little of the time	4	11	4
Some of the time	15	0	15
Most of the time	33	72	50
All of the time	44	11	31
Don't know	4	6	0

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 %
<i>How often did you...</i>			
feel good about life in the last 30 days?			
None of the time	4	5	0
A little of the time	0	16	0
Some of the time	12	5	7
Most of the time	27	42	52
All of the time	54	32	41
Don't know	4	0	0
feel excited in the last 30 days?			
None of the time	0	0	0
A little of the time	15	26	4
Some of the time	8	26	33
Most of the time	31	37	44
All of the time	42	5	19
Don't know	4	5	0

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 %
<i>How often did you...</i>			
feel like everything is hard to do in the last 30 days?			
None of the time	30	16	15
A little of the time	52	21	63
Some of the time	11	21	11
Most of the time	0	11	4
All of the time	4	16	0
Don't know	4	16	7
feel like nothing makes you happy in the last 30 days?			
None of the time	54	61	52
A little of the time	19	6	33
Some of the time	19	28	4
Most of the time	4	6	4
All of the time	0	0	0
Don't know	4	0	7
feel like it is hard to sit still in the last 30 days?			
None of the time	27	37	19
A little of the time	27	26	33
Some of the time	12	21	26
Most of the time	19	16	7
All of the time	15	0	15
Don't know	0	0	0

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 %
<i>How often did you...</i>			
feel nervous in the last 30 days?			
None of the time	37	16	23
A little of the time	52	42	50
Some of the time	4	32	27
Most of the time	4	0	0
All of the time	0	11	0
Don't know	4	0	0
feel that you do not have much hope in the last 30 days?			
None of the time	67	37	56
A little of the time	15	42	30
Some of the time	15	11	4
Most of the time	0	5	4
All of the time	0	5	7
Don't know	4	0	0

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	31	26	15
Changed once	19	21	15
Twice	12	32	15
Three times	12	11	22
Four times	12	5	15
More than four times	8	0	11
Don't know	8	5	7

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	14	28	19
Once	25	6	15
Twice or more	29	39	67
Don't know	32	28	0

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	4	11	11
A little true	20	26	11
Pretty much true	16	32	19
Very much true	56	26	59
Don't know	4	5	0

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	52	26	44
A little true	22	11	11
Pretty much true	4	32	7
Very much true	7	5	19
Don't know	15	26	19

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
<i>Student Sample</i>			
Military-connected family	20	13	20
Non-military-connected family (other)	8	6	7

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	32		38		35	
A little true	26		23		40	
Pretty much true	11		8		15	
Very much true	16		8		0	
Don't know	16		23		10	

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	0		33		25	
A little true	55		67		45	
Pretty much true	20		0		15	
Very much true	0		0		5	
Don't know	25		0		10	

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		0	
A little true	10		23		10	
Pretty much true	15		15		25	
Very much true	55		46		50	
Don't know	20		15		15	
I felt welcomed when I came to this school.						
Not at all true	5		0		5	
A little true	5		23		15	
Pretty much true	20		31		15	
Very much true	55		46		65	
Don't know	15		0		0	
I have a hard time paying attention in school.						
Not at all true	50		25		25	
A little true	40		58		40	
Pretty much true	10		8		20	
Very much true	0		0		5	
Don't know	0		8		10	

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		17		0	
A little true	20		8		35	
Pretty much true	15		25		30	
Very much true	50		50		35	
Don't know	5		0		0	
My parents come to school to meet my teachers or to attend events.						
Not at all true	16		8		0	
A little true	11		23		10	
Pretty much true	32		38		20	
Very much true	32		31		65	
Don't know	11		0		5	

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	58		54		65	
A little true	11		31		25	
Pretty much true	21		8		10	
Very much true	5		0		0	
Don't know	5		8		0	

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	
A little true	0		0		0	
Pretty much true	11		15		10	
Very much true	79		85		90	
Don't know	11		0		0	

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 %
<i>How often did you... feel full of energy in the last 30 days?</i>						
None of the time	10		0		0	
A little of the time	5		8		0	
Some of the time	20		8		15	
Most of the time	30		58		65	
All of the time	30		17		20	
Don't know	5		8		0	
<i>feel happy in the last 30 days?</i>						
None of the time	0		0		0	
A little of the time	5		8		0	
Some of the time	20		0		21	
Most of the time	40		67		53	
All of the time	35		17		26	
Don't know	0		8		0	

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 %
<i>How often did you...</i>						
<i>feel good about life in the last 30 days?</i>						
None of the time	5		0		0	
A little of the time	0		15		0	
Some of the time	11		8		5	
Most of the time	32		38		60	
All of the time	47		38		35	
Don't know	5		0		0	
<i>feel excited in the last 30 days?</i>						
None of the time	0		0		0	
A little of the time	16		23		0	
Some of the time	11		31		35	
Most of the time	26		38		45	
All of the time	42		8		20	
Don't know	5		0		0	

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 %
<i>How often did you... feel like everything is hard to do in the last 30 days?</i>						
None of the time	20		15		15	
A little of the time	55		23		65	
Some of the time	15		23		10	
Most of the time	0		15		0	
All of the time	5		8		0	
Don't know	5		15		10	
<i>feel like nothing makes you happy in the last 30 days?</i>						
None of the time	42		58		50	
A little of the time	21		8		30	
Some of the time	26		33		5	
Most of the time	5		0		5	
All of the time	0		0		0	
Don't know	5		0		10	

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 %
<i>How often did you... feel like it is hard to sit still in the last 30 days?</i>						
None of the time	21		38		20	
A little of the time	26		23		40	
Some of the time	16		31		25	
Most of the time	21		8		5	
All of the time	16		0		10	
Don't know	0		0		0	
<i>feel nervous in the last 30 days?</i>						
None of the time	30		8		32	
A little of the time	60		46		47	
Some of the time	0		31		21	
Most of the time	5		0		0	
All of the time	0		15		0	
Don't know	5		0		0	

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 %
<i>How often did you... feel that you do not have much hope in the last 30 days?</i>						
None of the time	63		38		60	
A little of the time	21		31		25	
Some of the time	11		15		5	
Most of the time	0		8		0	
All of the time	0		8		10	
Don't know	5		0		0	

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	32		8		10	
Changed once	16		23		5	
Twice	11		38		20	
Three times	16		15		25	
Four times	11		8		20	
More than four times	11		0		15	
Don't know	5		8		5	

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	0		8		0	
Once	35		8		20	
Twice or more	35		46		80	
Don't know	30		38		0	

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	6		8		5	
A little true	22		31		15	
Pretty much true	17		31		25	
Very much true	56		23		55	
Don't know	0		8		0	

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	40		8		35	
A little true	30		8		15	
Pretty much true	5		46		10	
Very much true	5		0		25	
Don't know	20		38		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
<i>Student Sample Size</i>			
Target sample	30	32	30
Final number	27	19	28
Response Rate	90%	59%	93%

2. Summary of Key Indicators

Table F2.1

Key Indicators of Social Emotional Health

	Grade 3 %	Grade 4 %	Grade 5 %	Table
Covitality^{†‡}	88	79	85	
Belief in self [†]	98	89	92	F2.2
Belief in others ^{†‡}	81	81	87	F2.2
Empathy [†]	93	77	83	F5.1
Engaged living [†]	81	70	77	F2.2
Growth mindset^Γ	80	88	85	F7.1
Collaboration[†]	93	83	92	F8.1
Problem solving[†]	77	51	70	F9.1
Social emotional distress^Δ	9	29	11	F10.1
Life satisfaction[∓]	84	84	87	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.*

^Δ*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[†]	98	89	92	
Self-efficacy [†]	99	91	90	F3.1
Persistence [†]	97	87	93	F3.2
Belief in others^{†‡}	81	81	87	
School supports [†]	94	79	93	F4.1
Peer supports [‡]	69	82	81	F4.2
Emotional competence				
Empathy [†]	93	77	83	F5.1
Engaged living[†]	81	70	77	
Optimism [†]	86	73	82	F6.1
Gratitude [†]	98	88	98	F6.2
Zest [†]	59	53	50	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			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	99	91	90
Can you do most things if you try?			
No, never	0	0	0
Yes, some of the time	4	11	11
Yes, most of the time	41	63	61
Yes, all of the time	56	26	29
Can you work out your problems?			
No, never	0	0	0
Yes, some of the time	0	6	11
Yes, most of the time	63	78	64
Yes, all of the time	37	17	25
Are there many things you do well?			
No, never	0	0	0
Yes, some of the time	0	11	7
Yes, most of the time	41	68	46
Yes, all of the time	59	21	46

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			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	97	87	93
Do you finish all your school assignments?			
No, never	0	0	0
Yes, some of the time	0	11	0
Yes, most of the time	48	58	50
Yes, all of the time	52	32	50
When you get a bad grade, do you try even harder the next time?			
No, never	7	6	0
Yes, some of the time	0	6	7
Yes, most of the time	19	39	25
Yes, all of the time	74	50	68
Do you keep working and working on your schoolwork until you get it right?			
No, never	0	5	4
Yes, some of the time	0	16	11
Yes, most of the time	23	42	54
Yes, all of the time	77	37	32
Do you keep doing your schoolwork even when it’s really hard for you?			
No, never	0	5	4
Yes, some of the time	4	0	4
Yes, most of the time	19	26	39
Yes, all of the time	78	68	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			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	94	79	93
<i>Do the teachers and other grown-ups at school... tell you when you do a good job?</i>			
No, never	0	11	0
Yes, some of the time	12	21	11
Yes, most of the time	27	42	64
Yes, all of the time	62	26	25
<i>listen when you have something to say?</i>			
No, never	0	0	0
Yes, some of the time	7	21	4
Yes, most of the time	26	47	57
Yes, all of the time	67	32	39
<i>believe that you can do a good job?</i>			
No, never	0	0	4
Yes, some of the time	0	11	4
Yes, most of the time	22	26	32
Yes, all of the time	78	63	61

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			
<i>Average reporting “Pretty much true” or “Very much true”</i>	69	82	81
I have a friend my age who really cares about me.			
Not at all true	0	11	0
A little true	26	5	4
Pretty much true	7	16	25
Very much true	67	68	71
I have a friend my age who helps me when I am having a hard time.			
Not at all true	4	5	7
A little true	19	0	11
Pretty much true	11	26	29
Very much true	67	68	54
I have a friend my age who talks with me about my problems.			
Not at all true	4	11	7
A little true	41	22	29
Pretty much true	26	22	18
Very much true	30	44	46

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			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	93	77	83
Do you try to understand how other people feel?			
No, never	0	5	7
Yes, some of the time	4	16	11
Yes, most of the time	37	47	36
Yes, all of the time	59	32	46
Do you feel bad when someone else gets their feelings hurt?			
No, never	0	5	4
Yes, some of the time	0	11	0
Yes, most of the time	15	21	29
Yes, all of the time	85	63	68
Do you try to understand what other people go through?			
No, never	4	0	11
Yes, some of the time	15	32	18
Yes, most of the time	35	53	36
Yes, all of the time	46	16	36

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			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	86	73	82
When you have a problem at school, do you think it will get better in the future?			
No, never	4	6	4
Yes, some of the time	23	22	25
Yes, most of the time	27	44	57
Yes, all of the time	46	28	14
Do you expect that you will feel happy during class time?			
No, never	0	0	0
Yes, some of the time	7	17	22
Yes, most of the time	37	72	59
Yes, all of the time	56	11	19
Do you feel positive that good things will happen to you at school?			
No, never	4	6	7
Yes, some of the time	15	28	11
Yes, most of the time	35	39	57
Yes, all of the time	46	28	25
Do you feel positive that you will have fun with your friends at school?			
No, never	0	5	4
Yes, some of the time	4	21	0
Yes, most of the time	19	21	43
Yes, all of the time	77	53	54

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			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	98	88	98
Do you feel thankful to go to your school?			
No, never	0	0	0
Yes, some of the time	7	16	4
Yes, most of the time	19	37	32
Yes, all of the time	74	47	64
Are you thankful when you get to learn new things at school?			
No, never	0	5	4
Yes, some of the time	0	16	0
Yes, most of the time	30	37	36
Yes, all of the time	70	42	61
Are you thankful to have nice teachers at your school?			
No, never	0	0	0
Yes, some of the time	0	0	0
Yes, most of the time	15	16	18
Yes, all of the time	85	84	82

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			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	59	53	50
Do you get really excited when you learn something new at school?			
No, never	4	5	4
Yes, some of the time	19	32	29
Yes, most of the time	44	42	43
Yes, all of the time	33	21	25
Do you wake up in the morning excited to go to school?			
No, never	7	16	0
Yes, some of the time	37	32	46
Yes, most of the time	26	42	54
Yes, all of the time	30	11	0
Do you get excited about your schoolwork?			
No, never	26	33	18
Yes, some of the time	30	28	54
Yes, most of the time	19	28	21
Yes, all of the time	26	11	7

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[†]			
<i>Average reporting “A little true” or “Not at all true”</i>	80	88	85
Challenging myself won’t make me any smarter.			
Not at all true	56	47	59
A little true	15	32	26
Pretty much true	19	11	11
Very much true	11	11	4
There are some things I am not capable of learning.			
Not at all true	33	42	37
A little true	44	47	37
Pretty much true	19	5	19
Very much true	4	5	7
If I am not naturally smart in a subject, I will never do well in it.			
Not at all true	70	72	67
A little true	22	22	30
Pretty much true	7	0	4
Very much true	0	6	0

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.

[†]*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			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	93	83	92
Do you get along or work well with students who are different from you?			
No, never	0	0	0
Yes, some of the time	4	16	7
Yes, most of the time	41	58	46
Yes, all of the time	56	26	46
Do you enjoy working with other students?			
No, never	0	0	4
Yes, some of the time	15	28	11
Yes, most of the time	33	39	46
Yes, all of the time	52	33	39
Do you listen to other students’ ideas?			
No, never	0	0	0
Yes, some of the time	4	5	4
Yes, most of the time	30	42	32
Yes, all of the time	67	53	64

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			
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	77	51	70
Do you know where to go for help with a problem?			
No, never	0	0	0
Yes, some of the time	4	21	0
Yes, most of the time	12	37	36
Yes, all of the time	85	42	64
Do you try to work out your problems by talking or writing about them?			
No, never	11	21	21
Yes, some of the time	26	42	29
Yes, most of the time	30	21	29
Yes, all of the time	33	16	21
When you need help, do you find someone to talk with about it?			
No, never	11	11	11
Yes, some of the time	15	53	29
Yes, most of the time	48	16	36
Yes, all of the time	26	21	25

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			
<i>Average reporting “Often” or “Always”</i>	9	29	11
I feel lonely.			
Never	37	24	41
Sometimes	48	59	48
Often	15	12	11
Always	0	6	0
I am unhappy.			
Never	28	6	22
Sometimes	68	88	74
Often	4	6	4
Always	0	0	0
Nobody likes me.			
Never	56	71	44
Sometimes	41	18	44
Often	4	6	11
Always	0	6	0
I worry a lot.			
Never	26	11	26
Sometimes	59	39	41
Often	15	28	26
Always	0	22	7
I have problems sleeping.			
Never	30	28	37
Sometimes	56	33	56
Often	4	22	4
Always	11	17	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	19	17	37
Sometimes	74	50	56
Often	7	22	7
Always	0	11	0
I worry when I am at school.			
Never	59	28	70
Sometimes	41	50	26
Often	0	17	4
Always	0	6	0

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			
<i>Average reporting “Satisfied” or “Very satisfied”</i>	84	84	87
<i>I would describe my satisfaction with...</i>			
my family life as...			
Very dissatisfied	0	5	0
Dissatisfied	0	0	0
A little dissatisfied	0	0	4
A little satisfied	8	5	4
Satisfied	27	42	30
Very satisfied	65	47	63
my friendships as...			
Very dissatisfied	4	5	0
Dissatisfied	0	0	0
A little dissatisfied	8	0	4
A little satisfied	12	5	4
Satisfied	28	37	52
Very satisfied	48	53	41
my school experience as...			
Very dissatisfied	0	0	0
Dissatisfied	0	0	4
A little dissatisfied	12	5	4
A little satisfied	8	16	15
Satisfied	36	53	59
Very satisfied	44	26	19

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>I would describe my satisfaction with...</i>			
my myself as...			
Very dissatisfied	0	6	0
Dissatisfied	4	0	0
A little dissatisfied	8	11	4
A little satisfied	0	6	11
Satisfied	28	33	48
Very satisfied	60	44	37

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

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