CALIFORNIA HEALTHY KIDS SURVEY

Vernon E. Greer Elementary
Elementary
2023-2024
Main Report

California Department of EDUCATION

WestEd
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Contents

List of Tables

Page

PREFACE

This report provides the detailed results for each question from the 2023-24 *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 technical advisor team offers 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) and Mental Health Supports Module, 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.

Mental Health Supports Module (Supplementary)

The Mental Health Supports Module (MHSM) assesses students' mental health, openness to utilizing mental health supports and services, and access to mental health services at school and elsewhere. This 12-item module was developed by the University of California, San Francisco Institute for Health Policy Studies.

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, county, and district CHKS results on the public CalSCHLS Data Dashboard (calschls.org/my-surveys). The dashboard can be used to graphically display statewide, county, and district key indicators and item-level results, trends over time, and differences in survey outcomes by race/ethnicity, gender, afterschool program participation, and other characteristics. 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 11 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, afterschool participation, and other characteristics; 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 ca-safe-supportive-schools.wested.org/subscribe/.

- 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 technical advisor team. 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 technical advisor (calschls.org/contact) 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 technical advisor 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 technical advisor (calschls.org/contact) 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 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/#slcr).

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (562.799.5164) or email calschls@wested.org.

Exhibit 1

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

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

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. District Afterschool Module (DASM)	
C. Gang Risk Awareness Module (GRAM)	
D. Mental Health Supports Module	
E. Military-Connected School Module	
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 5	Grade 6
Student Sample Size		
Target sample	93	60
Final number	72	38
Response Rate	77%	63%

Table A1.2

Number of Respondents by Instructional Model

	Grade 5	Grade 6
In-school learning only	72	36
Remote learning only	0	2

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 5 %	Grade 6 %	Table
School Engagement and Supports			
School connectedness[†#] *(In-School Only)*	70	65	A6.3
School connectedness[†ψ] *(Remote Only)*			A6.3
Academic motivation[†]	83	82	A6.3
School boredom[†]	58	58	A6.9
Caring adults in school[†]	67	60	A6.3
High expectations-adults in school[†]	86	77	A6.3
Meaningful participation[†]	39	36	A6.3
Facilities upkeep[†Φ]	68	75	A6.10
Parent involvement in schooling[†]	73	75	A10.2
Social and emotional learning supports[†]	70	63	A7.1
Antibullying climate[†]	74	66	A9.6
School Safety and Cyberbullying			
Feel safe at school[†Φ]	72	69	A9.1
Feel safe on way to and from school[†Φ]	83	75	A9.1
Been hit or pushed[Φ]	30	22	A9.2
Mean rumors spread about you	36	37	A9.2
Called bad names or target of mean jokes	48	45	A9.2
Saw a weapon at school[§Φ]	20	8	A9.5
Cyberbullying[¶]	19	26	A9.3
School Disciplinary Environment			
Rule clarity[†]	76	68	A8.2
Students well behaved[†]	39	41	A8.4
Students treated fairly when break rules[†]	55	49	A8.1
Students treated with respect[†]	82	68	A8.1

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

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

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

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

[Φ]*In-school only.*

[§]*Past year.*

[¶]*Past 30 days.*

Table A2.2

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

	Grade 5 %	Grade 6 %	Table
Substance Use			
Alcohol or drug use$^\phi$	16	26	A11.1
Marijuana use$^\phi$	0	0	A11.1
Cigarette use$^\phi$	0	0	A12.1
Vaping$^\phi$	0	3	A12.1
Routines			
Eating of breakfast$^|$	64	50	A4.1
Late bedtime (at 10 pm or later)$^\pm$	29	47	A4.2
Remote Schooling			
Remote learning frequency (5 days per week)$^{\P\delta}$			A5.1
Synchronous instruction (4 days or more)$^{\|\delta}$			A5.1
Meaningful opportunities$^{\dagger\delta}$			A5.2
Mental Health			
Frequent sadness†	17	13	A13.1
Wellness†	75	61	A13.2

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

$^\phi$*Lifetime.*

$^|$*This morning.*

$^\pm$*Last night.*

¶*Past 30 days.*

$^\|$*Past 7 days.*

¶*Past 30 days.*

$^\delta$*Remote only.*

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 5 %	Grade 6 %
In-School Model	100	95
Remote Learning Model	0	5

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 5 %	Grade 6 %
Female	57	42
Male	43	58

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 5 %	Grade 6 %
American Indian or Alaska Native, non-Hispanic	1	3
Asian or Asian American, non-Hispanic	8	0
Black or African American, non-Hispanic	0	8
Hispanic or Latinx	34	38
Native Hawaiian or Pacific Islander, non-Hispanic	1	3
White, non-Hispanic	34	35
Multiracial, non-Hispanic	13	8
Something else, non-Hispanic	8	5

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 5 %	Grade 6 %
0 days	72	72
1 day	1	0
2 days	0	0
3 days	0	0
4 days	4	0
5 days	22	28

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 5 %	Grade 6 %
No	36	50
Yes	64	50

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 5 %	Grade 6 %
Before 9:00 pm	30	13
Between 9:00 pm and 10:00 pm	41	39
Between 10:00 pm and 11:00 pm	17	29
Between 11:00 pm and midnight	9	8
After 12:00 am	3	11
Late bedtime (at 10 pm or later)	29	47

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. Remote Schooling

Table A5.1

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

	Grade 5 %	Grade 6 %
Time spent on learning and 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 Schooling *(Remote Only)*

	Grade 5 %	Grade 6 %
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 5 %	Grade 6 %
One of the best students	13	26
Better than most students	19	24
About the same as others	53	42
Don't do as well as most others	15	8

Question ES A.37: 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 5 %	Grade 6 %
I did not miss any days of school in the past 30 days	46	55
1 day	19	29
2 days	10	11
3 or more days	25	5

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 5 %	Grade 6 %	Table
Total school supports	64	57	
Caring adults in school	67	60	A6.4
High expectations-adults in school	86	77	A6.5
Meaningful participation at school	39	36	A6.6
School connectedness[#] *(In-School Only)*	70	65	A6.7
School connectedness[ψ] *(Remote Only)*			A6.7
Academic motivation	83	82	A6.8

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

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

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

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

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

Table A6.4

Caring Adults in School Scale Questions

	Grade 5 %	Grade 6 %
Caring adults in school		
Average reporting "Yes, most of the time" or "Yes, all of the time"	67	60
Do the teachers and other grown-ups at school...		
care about you?		
No, never	3	3
Yes, some of the time	21	32
Yes, most of the time	26	21
Yes, all of the time	50	45
listen when you have something to say?		
No, never	4	5
Yes, some of the time	22	34
Yes, most of the time	48	42
Yes, all of the time	25	18
make an effort to get to know you?		
No, never	9	11
Yes, some of the time	37	37
Yes, most of the time	32	37
Yes, all of the time	22	16

Question ES A.28, 38, 42: 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 5 %	Grade 6 %
High expectations-adults in school		
Average reporting "Yes, most of the time" or "Yes, all of the time"	86	77
Do the teachers and other grown-ups at school...		
tell you when you do a good job?		
No, never	6	5
Yes, some of the time	17	29
Yes, most of the time	38	45
Yes, all of the time	39	21
believe that you can do a good job?		
No, never	0	0
Yes, some of the time	13	22
Yes, most of the time	25	24
Yes, all of the time	61	54
want you to do your best?		
No, never	1	0
Yes, some of the time	4	13
Yes, most of the time	21	16
Yes, all of the time	73	71

Question ES A.29, 39, 43: 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 5 %	Grade 6 %
Meaningful participation at school		
Average reporting "Yes, most of the time" or "Yes, all of the time"	39	36
Are you given a chance to help decide school activities or rules?		
No, never	33	32
Yes, some of the time	45	59
Yes, most of the time	16	8
Yes, all of the time	6	0
Do the teachers and other grown-ups at school ask you about your ideas?		
No, never	15	16
Yes, some of the time	39	47
Yes, most of the time	37	29
Yes, all of the time	9	8
Do the teachers and other grown-ups give you a chance to solve school problems?		
No, never	18	16
Yes, some of the time	29	34
Yes, most of the time	32	37
Yes, all of the time	21	13
Do you get to do interesting activities at/when you participate in school?		
No, never	4	3
Yes, some of the time	49	51
Yes, most of the time	38	22
Yes, all of the time	9	24

Question ES A.26, 27, 30-33: 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 5 %	Grade 6 %
Are you given a chance to help decide class activities or rules?		
No, never	22	16
Yes, some of the time	53	53
Yes, most of the time	18	26
Yes, all of the time	7	5
Do your teachers ask you what you want to learn about?		
No, never	60	62
Yes, some of the time	30	19
Yes, most of the time	7	19
Yes, all of the time	3	0
Do you do things to be helpful at/in school?		
No, never	0	5
Yes, some of the time	28	24
Yes, most of the time	44	47
Yes, all of the time	28	24

Question ES A.34-36, 40, 41: 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 5 %	Grade 6 %
School connectedness[#] *(In-School Only)*		
Average reporting "Yes, most of the time" or "Yes, all of the time"	70	65
School connectedness[ψ] *(Remote Only)*		
Average reporting "Yes, most of the time" or "Yes, all of the time"		
Do you feel close to people at/from this school?		
No, never	7	5
Yes, some of the time	34	34
Yes, most of the time	41	47
Yes, all of the time	17	13
Are you happy to be at/with this school?		
No, never	9	3
Yes, some of the time	26	37
Yes, most of the time	38	47
Yes, all of the time	28	13
Do you feel like you are part of this school?		
No, never	9	8
Yes, some of the time	26	29
Yes, most of the time	38	32
Yes, all of the time	28	32
Do teachers treat students fairly?		
No, never	1	0
Yes, some of the time	9	27
Yes, most of the time	41	35
Yes, all of the time	49	38

Question ES A.15-19, 22, 23: 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.*

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

Table A6.7

School Connectedness Scale Questions – Continued

	Grade 5 %	Grade 6 %
Do you feel safe at school? *(In-School Only)*		
No, never	9	0
Yes, some of the time	19	31
Yes, most of the time	41	42
Yes, all of the time	31	28

Question ES A.75: 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 5 %	Grade 6 %
Academic motivation		
Average reporting "Yes, most of the time" or "Yes, all of the time"	83	82
Do you finish all your school assignments?		
No, never	2	0
Yes, some of the time	16	3
Yes, most of the time	50	58
Yes, all of the time	33	39
When you get a bad grade, do you try even harder the next time?		
No, never	5	5
Yes, some of the time	9	5
Yes, most of the time	23	29
Yes, all of the time	63	61
Do you keep working and working on your schoolwork until you get it right?		
No, never	3	8
Yes, some of the time	17	24
Yes, most of the time	49	29
Yes, all of the time	30	39
Do you keep doing your schoolwork even when it's really hard for you?		
No, never	3	3
Yes, some of the time	14	26
Yes, most of the time	38	45
Yes, all of the time	45	26

Question ES A.59-62: 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 5 %	Grade 6 %
No, never	8	3
Yes, some of the time	34	39
Yes, most of the time	22	26
Yes, all of the time	36	32

Question ES A.13, 58: 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

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

	Grade 5 %	Grade 6 %
Is your school building neat and clean?		
No, never	4	6
Yes, some of the time	28	19
Yes, most of the time	46	56
Yes, all of the time	22	19

Question ES A.24: 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 5 %	Grade 6 %
Social and emotional learning supports		
Average reporting "Yes, most of the time" or "Yes, all of the time"	70	63
Does your school...		
help students resolve conflicts with one another?		
No, never	3	3
Yes, some of the time	24	37
Yes, most of the time	35	34
Yes, all of the time	38	26
teach students to understand how other students think and feel?		
No, never	0	18
Yes, some of the time	38	34
Yes, most of the time	21	29
Yes, all of the time	41	18
teach students to feel responsible for how they act?		
No, never	9	8
Yes, some of the time	26	21
Yes, most of the time	32	34
Yes, all of the time	33	37
teach students to care about each other and treat each other with respect?		
No, never	2	5
Yes, some of the time	15	24
Yes, most of the time	31	34
Yes, all of the time	52	37

Question ES A.50-53: 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 5 %	Grade 6 %
No, never	16	19
Yes, some of the time	37	57
Yes, most of the time	21	22
Yes, all of the time	26	3

Question ES A.25: 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 5 %	Grade 6 %
No, never	4	13
Yes, some of the time	35	55
Yes, most of the time	49	29
Yes, all of the time	12	3

Question ES A.20, 21: 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 5 %	Grade 6 %
Fairness		
Average reporting "Yes, most of the time" or "Yes, all of the time"	70	61
Do teachers treat students fairly?		
No, never	1	0
Yes, some of the time	9	27
Yes, most of the time	41	35
Yes, all of the time	49	38
Are the school rules fair?		
No, never	18	11
Yes, some of the time	28	34
Yes, most of the time	38	45
Yes, all of the time	16	11
Do teachers and other grown-ups at school treat students with respect?		
No, never	5	5
Yes, some of the time	14	26
Yes, most of the time	35	37
Yes, all of the time	47	32
Are students treated fairly when they break school rules?		
No, never	12	19
Yes, some of the time	33	32
Yes, most of the time	33	32
Yes, all of the time	21	16

Question ES A.22, 23, 44-46: 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 5 %	Grade 6 %
Do students know what the rules are?		
No, never	5	5
Yes, some of the time	20	26
Yes, most of the time	44	37
Yes, all of the time	32	32

Question ES A.49: 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 5 %	Grade 6 %
Positive behavior[^] *(In-School Only)*		
Average reporting "Yes, most of the time" or "Yes, all of the time"	91	95
Positive behavior[λ] *(Remote Only)*		
Average reporting "Yes, most of the time" or "Yes, all of the time"		
Do you follow the classroom rules?		
No, never	0	0
Yes, some of the time	8	3
Yes, most of the time	32	53
Yes, all of the time	60	45
Do you follow the playground rules at recess and lunch times? *(In-School Only)*		
No, never	0	3
Yes, some of the time	14	3
Yes, most of the time	29	39
Yes, all of the time	57	56
Do you listen when your teacher is talking?		
No, never	0	0
Yes, some of the time	10	3
Yes, most of the time	30	61
Yes, all of the time	60	37
Are you nice to other students?		
No, never	0	0
Yes, some of the time	5	8
Yes, most of the time	33	42
Yes, all of the time	62	50

Question ES A.63-66: Do you follow the classroom rules?... Do you follow the playground rules at recess and lunch times?... Do you listen when your teacher is talking?... Are you nice to other students?

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

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

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

Table A8.4

Students at School Well Behaved

	Grade 5 %	Grade 6 %
No, never	12	5
Yes, some of the time	48	54
Yes, most of the time	36	35
Yes, all of the time	3	5

Question ES A.47, 48: 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 5 %	Grade 6 %
Do you feel safe at school?		
No, never	9	0
Yes, some of the time	19	31
Yes, most of the time	41	42
Yes, all of the time	31	28
Do you feel safe on your way to and from school?		
No, never	5	3
Yes, some of the time	13	22
Yes, most of the time	22	36
Yes, all of the time	61	39

Question ES A.75, 76: 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 5 %	Grade 6 %
Violence victimization *(In-School Only)*		
Average reporting "Yes"	38	34
Do other kids hit or push you at school when they are not just playing around? *(In-School Only)*		
No, never	70	78
Yes, some of the time	13	14
Yes, most of the time	5	8
Yes, all of the time	13	0
Do other kids at/from school spread mean rumors or lies about you?		
No, never	64	63
Yes, some of the time	27	24
Yes, most of the time	2	0
Yes, all of the time	8	13
Do other kids at/from school call you bad names or make mean jokes about you?		
No, never	52	55
Yes, some of the time	33	32
Yes, most of the time	11	3
Yes, all of the time	5	11

Question ES A.68-70, 72, 73: 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 5 %	Grade 6 %
No, never	81	74
Yes, some of the time	11	13
Yes, most of the time	3	5
Yes, all of the time	5	8

Question ES A.67: 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 5 %	Grade 6 %
No	75	68
Yes	25	32

Question ES A.77, 78: 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 5 %	Grade 6 %
Brought a gun or knife to school		
No	97	100
Yes	3	0
Saw another kid with a gun or knife at school		
No	80	92
Yes	20	8

Question ES A.71, 74: 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
Antibullying Climate Scale Questions

	Grade 5 %	Grade 6 %
Antibullying climate		
Average reporting "Yes, most of the time" or "Yes, all of the time"	74	66
Teachers and other grown-ups make it clear that bullying is not allowed.		
No, never	3	3
Yes, some of the time	3	13
Yes, most of the time	13	13
Yes, all of the time	81	71
If you tell a teacher that you've been bullied, the teacher will do something to help.		
No, never	8	8
Yes, some of the time	9	18
Yes, most of the time	31	29
Yes, all of the time	52	45
Students at/from your school try to stop bullying when they see it happening.		
No, never	14	32
Yes, some of the time	41	30
Yes, most of the time	36	24
Yes, all of the time	9	14

Question ES A.54-57: 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 5 %	Grade 6 %
High expectations-adults at home		
Average reporting "Yes, most of the time" or "Yes, all of the time"	97	88
Does a parent or some other grown-up at home...		
believe that you can do a good job?		
No, never	2	3
Yes, some of the time	2	13
Yes, most of the time	15	18
Yes, all of the time	82	66
want you to do your best?		
No, never	2	3
Yes, some of the time	2	5
Yes, most of the time	13	8
Yes, all of the time	84	84

Question ES A.91, 92: 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 5 %	Grade 6 %
Parent involvement in schooling		
Average reporting "Yes, most of the time" or "Yes, all of the time"	73	75
Does a parent or some other grown-up at home...		
care about your schoolwork?		
No, never	2	5
Yes, some of the time	5	3
Yes, most of the time	23	34
Yes, all of the time	71	58
ask if you did your homework/schoolwork?		
No, never	6	8
Yes, some of the time	15	11
Yes, most of the time	21	26
Yes, all of the time	58	55
check your homework/schoolwork?		
No, never	21	13
Yes, some of the time	31	26
Yes, most of the time	13	42
Yes, all of the time	34	18
ask you about school?		
No, never	3	8
Yes, some of the time	13	11
Yes, most of the time	24	21
Yes, all of the time	60	61
ask you about your grades?		
No, never	10	8
Yes, some of the time	31	34
Yes, most of the time	16	18
Yes, all of the time	44	39

Question ES A.90, 93-98: 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 5 %	Grade 6 %
Alcohol, one or two sips	15	24
Alcohol, a full glass	2	3
Inhalants (to get high)	2	0
Marijuana (smoke, vape, eat, or drink)	0	0
None of the above	84	74
Any of the above	16	26

Question ES A.83-85: 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 5 %	Grade 6 %
Alcohol		
No, not bad	10	21
Yes, a little bad	40	32
Yes, very bad	50	47
Marijuana (smoke, vape, eat, or drink)		
No, not bad	2	3
Yes, a little bad	3	8
Yes, very bad	58	68
I don't know what marijuana is	37	21

Question ES A.88, 89: 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 5 %	Grade 6 %
Ever smoked a cigarette	0	0
Part of a cigarette, like one or two puffs	0	0
A whole cigarette	0	0
Ever vaped	0	3

Question ES A.81, 82: 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 5 %	Grade 6 %
Do you think smoking cigarettes is bad for a person's health?		
No, not bad	2	3
Yes, a little bad	8	11
Yes, very bad	90	87
Do you think vaping is bad for a person's health?		
No, not bad	2	5
Yes, a little bad	13	18
Yes, very bad	85	76

Question ES A.86, 87: 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 5 %	Grade 6 %
No, never	27	32
Yes, some of the time	56	55
Yes, most of the time	13	13
Yes, all of the time	5	0

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

Table A13.2

Wellness

	Grade 5 %	Grade 6 %
Do you feel good and happy?		
No, never	5	0
Yes, some of the time	21	39
Yes, most of the time	59	42
Yes, all of the time	16	18

Question ES A.79: 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 5 %	Grade 6 %
School Connectedness†# *(In-School Only)*		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	71	66
Native Hawaiian or Pacific Islander		
White	75	60
Mixed (two or more) ethnics		
Something else		
School Connectedness†ψ *(Remote Only)*		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else		
Academic motivation†		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	81	82
Native Hawaiian or Pacific Islander		
White	84	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 5 %	Grade 6 %
School boredom[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	55	64
Native Hawaiian or Pacific Islander		
White	55	54
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	60	62
Native Hawaiian or Pacific Islander		
White	80	59
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	78	81
Native Hawaiian or Pacific Islander		
White	92	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 A14.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 5 %	Grade 6 %
Meaningful participation[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	36	37
Native Hawaiian or Pacific Islander		
White	42	38
Mixed (two or more) ethnics		
Something else		
Facilities upkeep[†] *(In-School Only)*		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	48	79
Native Hawaiian or Pacific Islander		
White	78	64
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	80	76
Native Hawaiian or Pacific Islander		
White	65	82
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 5 %	Grade 6 %
Social and emotional learning supports[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	65	71
Native Hawaiian or Pacific Islander		
White	75	58
Mixed (two or more) ethnics		
Something else		
Antibullying climate[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	73	67
Native Hawaiian or Pacific Islander		
White	77	64
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 5 %	Grade 6 %
Feel safe at school[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	73	71
Native Hawaiian or Pacific Islander		
White	80	55
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	82	86
Native Hawaiian or Pacific Islander		
White	90	55
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	32	7
Native Hawaiian or Pacific Islander		
White	25	27
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 5 %	Grade 6 %
Mean rumors spread about you		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	32	21
Native Hawaiian or Pacific Islander		
White	25	54
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	36	43
Native Hawaiian or Pacific Islander		
White	45	31
Mixed (two or more) ethnics		
Something else		
Saw a weapon at school[§] *(In-School Only)*		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	23	7
Native Hawaiian or Pacific Islander		
White	20	9
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 5 %	Grade 6 %
Cyberbullying[¶]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	18	21
Native Hawaiian or Pacific Islander		
White	15	23
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 5 %	Grade 6 %
Rule clarity[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	82	79
Native Hawaiian or Pacific Islander		
White	76	46
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	32	43
Native Hawaiian or Pacific Islander		
White	38	46
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	59	57
Native Hawaiian or Pacific Islander		
White	57	31
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 5 %	Grade 6 %
Students treated with respect[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	82	71
Native Hawaiian or Pacific Islander		
White	86	54
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 5 %	Grade 6 %
Alcohol or drug use$^\phi$		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	5	21
Native Hawaiian or Pacific Islander		
White	40	23
Mixed (two or more) ethnics		
Something else		
Marijuana use$^\phi$		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Mixed (two or more) ethnics		
Something else		
Cigarette use$^\phi$		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Mixed (two or more) ethnics		
Something else		

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

Table A14.5

Substance Use by Race/Ethnicity – Continued

	Grade 5 %	Grade 6 %
Vaping$^{\phi}$		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	0	0
Native Hawaiian or Pacific Islander		
White	0	8
Mixed (two or more) ethnics		
Something else		

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

Table A14.6

Routines by Race/Ethnicity

	Grade 5 %	Grade 6 %
Eating of breakfast[‖]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	63	50
Native Hawaiian or Pacific Islander		
White	67	42
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	30	36
Native Hawaiian or Pacific Islander		
White	25	46
Mixed (two or more) ethnics		
Something else		

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

[‖]*This morning.*

[±]*Last night.*

Table A14.7

Remote Schooling by Race/Ethnicity (Remote Only)

	Grade 5 %	Grade 6 %
Remote learning frequency (5 days per week)[¶]		
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 5 %	Grade 6 %
Frequent sadness[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	9	0
Native Hawaiian or Pacific Islander		
White	20	31
Mixed (two or more) ethnics		
Something else		
Wellness[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	82	64
Native Hawaiian or Pacific Islander		
White	70	54
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 5		Grade 6	
	Female %	Male %	Female %	Male %
School Engagement and Supports				
School connectedness[†#] *(In-School Only)*	72	69	61	69
School connectedness[†ψ] *(Remote Only)*				
Academic motivation[†]	85	80	77	85
School boredom[†]	39	82	50	64
Caring adults in school[†]	71	62	63	58
High expectations-adults in school[†]	86	84	77	77
Meaningful participation at school[†]	39	40	39	35
Facilities upkeep[†Φ]	78	55	81	70
Parent involvement in schooling[†]	70	77	74	75
Social and emotional learning supports[†]	72	69	58	66
Antibullying climate[†]	81	65	58	71

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

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

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

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

[Φ]*In-school only.*

Table A15.1

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

	Grade 5		Grade 6	
	Female %	Male %	Female %	Male %
School Safety and Cyberbullying				
Feel safe at school[†Φ]	78	64	69	70
Feel safe on way to and from school[†Φ]	89	75	75	75
Been hit or pushed[Φ]	11	54	19	25
Mean rumors spread about you	22	54	44	32
Called bad names or target of mean jokes	33	68	63	32
Saw a weapon at school[§Φ]	3	43	6	10
Cyberbullying[¶]	11	29	31	23
School Disciplinary Environment				
Rule clarity[†]	79	71	56	77
Students well behaved[†]	39	39	27	50
Students treated fairly when break rules[†]	55	54	47	50
Students treated with respect[†]	87	75	63	73
Substance Use				
Alcohol or drug use[φ]	14	19	19	32
Marijuana use[φ]	0	0	0	0
Cigarette use[φ]	0	0	0	0
Vaping[φ]	0	0	0	5

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."*

[Φ]*In-school only.*

[§]*Past year.*

[¶]*Past 30 days.*

[φ]*Lifetime.*

Table A15.2

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

	Grade 5		Grade 6	
	Female %	Male %	Female %	Male %
Routines				
Eating of breakfast[|]	56	74	33	62
Late bedtime (after 10 pm)[±]	22	38	63	36
Remote Schooling				
Remote learning frequency (5 days per week)[¶δ]				
Synchronous instruction (4 days or more)[‖δ]				
Meaningful opportunities[†δ]				
Mental Health				
Frequent sadness[†]	17	19	13	14
Wellness[†]	78	70	50	68

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

[|]*This morning.*

[±]*Last night.*

[¶]*Past 30 days.*

[δ]*Remote only.*

[‖]*Past 7 days.*

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

Social Emotional Health Module

1. Module Sample

Table F1.1

Student Sample for Social Emotional Health Module

	Grade 5	Grade 6
Student Sample Size		
Target sample	93	60
Final number	60	38
Response Rate	65%	63%

2. Summary of Key Indicators

Table F2.1

Key Indicators of Social Emotional Health

	Grade 5 %	Grade 6 %	Table
Covitality[†‡]	76	66	
Belief in self[†]	84	80	F2.2
Belief in others[†‡]	82	73	F2.2
Empathy[†]	81	61	F5.1
Engaged living[†]	57	51	F2.2
Growth mindset[Γ]	72	71	F7.1
Collaboration[†]	78	57	F8.1
Problem solving[†]	62	53	F9.1
Social emotional distress[Λ̿]	25	18	F10.1
Life satisfaction[⊤]	73	64	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.*

[Λ̿]*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 5 %	Grade 6 %	Table
Belief in self[†]	84	80	
Self-efficacy[†]	83	78	F3.1
Persistence[†]	84	82	F3.2
Belief in others[†‡]	82	73	
School supports[†]	80	68	F4.1
Peer supports[‡]	85	78	F4.2
Emotional competence			
Empathy[†]	81	61	F5.1
Engaged living[†]	57	51	
Optimism[†]	62	53	F6.1
Gratitude[†]	78	75	F6.2
Zest[†]	29	25	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 5 %	Grade 6 %
Self-efficacy		
Average reporting "Yes, most of the time" or "Yes, all of the time"	83	78
Can you do most things if you try?		
No, never	0	3
Yes, some of the time	14	21
Yes, most of the time	61	39
Yes, all of the time	25	37
Can you work out your problems?		
No, never	3	3
Yes, some of the time	20	16
Yes, most of the time	54	50
Yes, all of the time	22	32
Are there many things you do well?		
No, never	2	5
Yes, some of the time	12	18
Yes, most of the time	46	45
Yes, all of the time	41	32

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 5 %	Grade 6 %
Persistence		
Average reporting "Yes, most of the time" or "Yes, all of the time"	84	82
Do you finish all your school assignments?		
No, never	2	0
Yes, some of the time	15	3
Yes, most of the time	50	58
Yes, all of the time	33	39
When you get a bad grade, do you try even harder the next time?		
No, never	3	5
Yes, some of the time	10	5
Yes, most of the time	23	29
Yes, all of the time	63	61
Do you keep working and working on your schoolwork until you get it right?		
No, never	3	8
Yes, some of the time	15	24
Yes, most of the time	49	29
Yes, all of the time	32	39
Do you keep doing your schoolwork even when it's really hard for you?		
No, never	2	3
Yes, some of the time	13	26
Yes, most of the time	38	45
Yes, all of the time	47	26

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 5 %	Grade 6 %
School supports		
Average reporting "Yes, most of the time" or "Yes, all of the time"	80	68
Do the teachers and other grown-ups at school...		
tell you when you do a good job?		
No, never	7	5
Yes, some of the time	15	29
Yes, most of the time	37	45
Yes, all of the time	42	21
listen when you have something to say?		
No, never	5	5
Yes, some of the time	22	34
Yes, most of the time	44	42
Yes, all of the time	29	18
believe that you can do a good job?		
No, never	0	0
Yes, some of the time	10	22
Yes, most of the time	27	24
Yes, all of the time	63	54

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 5 %	Grade 6 %
Peer supports		
Average reporting "Pretty much true" or "Very much true"	85	78
I have a friend my age who really cares about me.		
Not at all true	2	3
A little true	2	5
Pretty much true	31	38
Very much true	65	54
I have a friend my age who helps me when I am having a hard time.		
Not at all true	4	3
A little true	7	22
Pretty much true	36	24
Very much true	53	51
I have a friend my age who talks with me about my problems.		
Not at all true	11	11
A little true	18	22
Pretty much true	31	32
Very much true	40	35

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 5 %	Grade 6 %
Empathy		
Average reporting "Yes, most of the time" or "Yes, all of the time"	81	61
Do you try to understand how other people feel?		
No, never	3	8
Yes, some of the time	17	26
Yes, most of the time	38	37
Yes, all of the time	42	29
Do you feel bad when someone else gets their feelings hurt?		
No, never	3	11
Yes, some of the time	8	26
Yes, most of the time	42	26
Yes, all of the time	47	37
Do you try to understand what other people go through?		
No, never	5	16
Yes, some of the time	22	29
Yes, most of the time	35	29
Yes, all of the time	38	26

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 5 %	Grade 6 %
Optimism		
Average reporting "Yes, most of the time" or "Yes, all of the time"	62	53
When you have a problem at school, do you think it will get better in the future?		
No, never	11	13
Yes, some of the time	28	34
Yes, most of the time	39	37
Yes, all of the time	23	16
Do you expect that you will feel happy during class time?		
No, never	9	13
Yes, some of the time	39	45
Yes, most of the time	35	34
Yes, all of the time	18	8
Do you feel positive that good things will happen to you at school?		
No, never	18	8
Yes, some of the time	34	45
Yes, most of the time	34	29
Yes, all of the time	14	18
Do you feel positive that you will have fun with your friends at school?		
No, never	0	3
Yes, some of the time	13	26
Yes, most of the time	36	24
Yes, all of the time	52	47

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 5 %	Grade 6 %
Gratitude		
Average reporting "Yes, most of the time" or "Yes, all of the time"	78	75
Do you feel thankful to go to your school?		
No, never	7	5
Yes, some of the time	22	24
Yes, most of the time	32	26
Yes, all of the time	40	45
Are you thankful when you get to learn new things at school?		
No, never	2	11
Yes, some of the time	27	26
Yes, most of the time	32	32
Yes, all of the time	40	32
Are you thankful to have nice teachers at your school?		
No, never	0	0
Yes, some of the time	7	11
Yes, most of the time	25	29
Yes, all of the time	68	61

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 5 %	Grade 6 %
Zest		
Average reporting "Yes, most of the time" or "Yes, all of the time"	29	25
Do you get really excited when you learn something new at school?		
No, never	19	18
Yes, some of the time	35	50
Yes, most of the time	42	29
Yes, all of the time	4	3
Do you wake up in the morning excited to go to school?		
No, never	29	32
Yes, some of the time	46	42
Yes, most of the time	23	24
Yes, all of the time	2	3
Do you get excited about your schoolwork?		
No, never	38	37
Yes, some of the time	44	47
Yes, most of the time	16	13
Yes, all of the time	2	3

Question ES F.15, 19, 21: Do you get really excited when you learn something new at school?... Do you wake up in the morning excited to go to school?... Do you get excited about your schoolwork?

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

7. Growth Mindset

Table F7.1
Growth Mindset Scale Questions

	Grade 5 %	Grade 6 %
Growth mindset[Γ]		
Average reporting "A little true" or "Not at all true"	72	71
Challenging myself won't make me any smarter.		
Not at all true	48	42
A little true	24	26
Pretty much true	11	18
Very much true	17	13
There are some things I am not capable of learning.		
Not at all true	33	37
A little true	35	29
Pretty much true	19	21
Very much true	13	13
If I am not naturally smart in a subject, I will never do well in it.		
Not at all true	48	53
A little true	28	26
Pretty much true	15	11
Very much true	9	11

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

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

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

8. Collaboration

Table F8.1

Collaboration Scale Questions

	Grade 5 %	Grade 6 %
Collaboration		
Average reporting "Yes, most of the time" or "Yes, all of the time"	78	57
Do you get along or work well with students who are different from you?		
No, never	7	8
Yes, some of the time	13	34
Yes, most of the time	50	39
Yes, all of the time	30	18
Do you enjoy working with other students?		
No, never	3	11
Yes, some of the time	22	37
Yes, most of the time	42	39
Yes, all of the time	33	13
Do you listen to other students' ideas?		
No, never	2	5
Yes, some of the time	20	34
Yes, most of the time	43	37
Yes, all of the time	35	24

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 5 %	Grade 6 %
Problem solving		
Average reporting "Yes, most of the time" or "Yes, all of the time"	62	53
Do you know where to go for help with a problem?		
No, never	2	5
Yes, some of the time	17	11
Yes, most of the time	32	39
Yes, all of the time	50	45
Do you try to work out your problems by talking or writing about them?		
No, never	24	32
Yes, some of the time	24	42
Yes, most of the time	31	13
Yes, all of the time	22	13
When you need help, do you find someone to talk with about it?		
No, never	15	30
Yes, some of the time	33	24
Yes, most of the time	30	22
Yes, all of the time	22	24

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 5 %	Grade 6 %
Social emotional distress		
Average reporting "Often" or "Always"	25	18
I feel lonely.		
Never	28	34
Sometimes	50	58
Often	15	5
Always	7	3
I am unhappy.		
Never	19	13
Sometimes	57	74
Often	19	11
Always	6	3
Nobody likes me.		
Never	48	59
Sometimes	30	22
Often	19	14
Always	4	5
I worry a lot.		
Never	13	18
Sometimes	39	50
Often	33	24
Always	15	8
I have problems sleeping.		
Never	39	29
Sometimes	37	42
Often	11	11
Always	13	18

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 5 %	Grade 6 %
I feel scared.		
Never	41	42
Sometimes	43	50
Often	13	8
Always	4	0
I worry when I am at school.		
Never	44	39
Sometimes	41	45
Often	6	11
Always	9	5

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 5 %	Grade 6 %
Life satisfaction		
Average reporting "Satisfied" or "Very satisfied"	73	64
I would describe my satisfaction with...		
my family life as...		
Very dissatisfied	6	0
Dissatisfied	0	3
A little dissatisfied	0	3
A little satisfied	6	14
Satisfied	44	35
Very satisfied	44	46
my friendships as...		
Very dissatisfied	0	3
Dissatisfied	0	0
A little dissatisfied	4	3
A little satisfied	13	17
Satisfied	39	36
Very satisfied	44	42
my school experience as...		
Very dissatisfied	4	8
Dissatisfied	4	0
A little dissatisfied	17	14
A little satisfied	26	32
Satisfied	39	32
Very satisfied	11	14

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 5 %	Grade 6 %
I would describe my satisfaction with...		
my myself as...		
Very dissatisfied	6	0
Dissatisfied	2	3
A little dissatisfied	13	14
A little satisfied	11	32
Satisfied	41	24
Very satisfied	28	27

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

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