California Healthy Kids Survey

Central Unified
2008-2009
Migrant Education Report

This report was prepared for the district by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, Safe and Healthy Kids Program Office, with support from the CDE Migrant, Indian, and International Education Office. For contract information, contact:

Hilva Chan
California Department of Education
Safe and Healthy Kids Program Office
1430 N. Street
Sacramento, CA 95814
hchan@cde.ca.gov

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PREFACE

This report provides the detailed results for each question from the district's 2008-09 administration of the *California Healthy Kids Survey* (CHKS), presented in tables organized by topics and comparing the results of students in the migrant education program (MEP) with all other students. To help in understanding and interpreting these results, review these findings along with the *Survey Content Guidebook* (chks.wested.org/reports), *Workbook,* and other tools described below.

Results of this student survey should be compared to those obtained from migrant education staff in the companion report of the *California School Climate Survey (CSCS)*, which was administered at the same time. It is important to determine how consistent MEP staff perceptions are to student self-report of their behaviors and experiences. The Survey Content Guidebook provides a cross-walk between the surveys' questions to facilitate such comparison. Combined, the CHKS and CSCS provide a comprehensive assessment of the school climate and the needs of students and staff to guide school improvement efforts. For additional information and resources, visit the survey websites: chks.wested.org and cscs.wested.org.

This migrant education program report is provided to you courtesy of the CDE Migrant, Indian and International Education Office (MIIEO) to help your district better identify, understand, and address the specific needs of MEP students and staff, as well as meet the requirements of the forthcoming state MEP plan. They were funded in response to the gaps in data identified by the state's 2007 *Comprehensive Needs Assessment* of its migrant education program.

SURVEY PURPOSE

The California Department of Education (CDE) funded the CHKS in 1997 to provide data that would assist schools in: (1) preventing youth health-risk behaviors and other barriers to academic achievement; and (2) promoting positive youth development, resilience, and well-being; and (3) fostering positive school climates and engagement in learning. A thorough understanding of the scope and nature of the youth behaviors and attitudes is essential to guide school improvement efforts and develop effective prevention, health, and youth development programs. Since fall 2003, biennial administration of the survey, along with the California School Climate Survey of staff, and the public posting of the results, have been required by CDE in compliance with the No Child Left Behind Act. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for both students and staff.

SURVEY CONTENT OVERVIEW

The CHKS consists of a required general Core Module and a series of optional supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table A1.1 indicates the modules administered by the district. The Core Module consists of a broad range of key questions identified by an expert advisory committee considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being.[1] The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health).

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[1] The CHKS Guidebook to Survey Administration contains detailed information about the content of all the survey modules. The modules themselves can be downloaded from the website.

School Related Content

To support school improvement efforts, the majority of questions on the survey assess school performance, engagement, climate, performance, and experiences. The survey provides self-report data on:

- grades, truancy, and school connectedness, as indicators of engagement;
- the level of which students experience caring adult relationships, high expectations, and opportunities for meaningful participation at school, three fundamental developmental supports (protective factors) that promote positive academic outcomes;
- perceived safety and frequency of, and reasons for, harassment and bullying at school; and
- level of substance use, violence, and crime-related behavior (e.g., weapons possession) at school.

These questions can be compared to staff perceptions on the California School Climate Survey.

Closing the Achievement Gap

Several tables are particularly useful for helping districts identify and address the needs of students related to closing the state's persistent racial/ethnic achievement gap, which Superintendent O'Connell has declared CDE's top priority (the CTAG Initiative). Students are asked to indicate their racial/ethnic identity and report whether they have experienced harassment because of their race/ethnicity Summary tables also provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories. Compare these results across racial/ethnic groups in your district with those from MEP vs. non-MEP students overall in this report.

To make the survey more valuable in support of CTAG efforts, in 2008-09 a supplementary module was created that assesses student perceptions of the respect shown to them at the school; equity and diversity; and cultural sensitivity. (Similar questions were added to the CSCS as well.) CDE automatically provides districts that select to administer the CHKS CTAG Module with supplementary reports disaggregating all their CHKS and CSCS results by the race/ethnicity of staff and students.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey following detailed instructions provided by CDE designed to assure the protection of all student and parental rights to privacy and maintain confidentiality. Students were surveyed only with the *consent of parents or guardians*. Each student's participation was voluntary, anonymous, and confidential. Table A1.2 gives the target sample of students, and the final number and percent that completed the survey (the participation response rate).

Only students in grades 7, 9, and 11 were asked to identify whether they were participants in the migrant education program, as focus groups and field testing revealed the reliability of self-report status among 5th graders was too low. Secondary students were asked whether in the past three years they had been part of the migrant education program or their family moved to find work in agriculture. To enhance self-report accuracy, MEP staff were instructed before the survey to ensure that students were aware that the services they were receiving were under the MEP. The results on this question were used to categorize the students as in Table A1.2.

THE REPORT

The tables in this report provide the percentages responding to each question response option by grade level, organized by topics, as outlined in the Table of Contents. In analyzing and disseminating the results, it is as important to identify the positive behaviors of youth as it is to identify the risks they face.

For this reason, the tables include the percentages of youth who do not engage in each behavior. Percentages are rounded off to the nearest whole number.

AIDS TO UNDERSTANDING AND USING THE DATA

Several guides, workshops, and other aids are available to help you understand and use survey results. These are described and made available on the survey website. Three are particularly important.

- To help in understanding and interpreting these results, a ***Survey Content Guidebook*** provides a detailed explanation of each question and its significance (why it was asked) and the potential implications for programs of the results.
- The CHKS ***Data Use and Dissemination Guidebook*** describes a step-by-step process for reviewing, analyzing, and disseminating your results as part of a data-driven decision making process for program improvement. Free call-in data use workshops are offered as well.
- A ***Workbook on Improving School Climate and Closing the Achievement Gap*** provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy within a migrant education program. A workshop accompanying this Workbook will be available in 2010.

ASSESSING THE DATA

Care must be taken to fully understand the survey, the context within which the data were collected, and the factors that can impact the quality, validity, and generalizability of the results, the changes obtained between administrations, or differences between your results and those from other districts or state norms. The following are a few of the key issues that should be kept in mind. A detailed discussion occurs in the ***CHKS Data Use and Dissemination Guidebook***.

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 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the district's student enrollment. 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.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven, decision-making process. The following describes actions you can take to analyze and use the results and provide additional information to support school- and program- improvement efforts.

Compare with Other Data Sources

CHKS results will be enriched if analyzed in the context of data from the California School Climate Survey and other sources, particularly in identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include number and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students and Staff

Discuss the results with both students and staff to explore their meaning in more depth and obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to students that you value their input into how to improve the school and gives them an

opportunity for meaningful participation. As such, it helps improve their perceptions of the developmental supports and opportunities that the school offers and their school connectedness. Survey staff can provide information on conducting structured group "listening" discussions of the data with youth focused on obtaining their input on how to address the needs identified by the survey.

Conduct Additional Analyses of The Dataset

The complete dataset is available electronically for analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools. Particularly valuable in understanding factors that may affect student achievement is examining how other variables relate to student reports of attendance, grades, and school connectedness.

Add Questions to your Next CHKS

Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSCS or CHKS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

ACKNOWLEDGEMENTS

The CHKS was developed, and this report prepared for the district, by WestEd in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education (CDE) Safe and Healthy Kids Program Office, with support of the Migrant, Indian, and International Education Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at http://www.wested.org/chks.

Gregory Austin, Ph.D.
CHKS Director, WestEd

Phil Lafontaine, Director, English Learner and Curriculum Support Division.
Migrant, Indian, and International Education Office, California Department of Education

Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	x
B. Resilience & Youth Development	
C. AOD Use & Safety	
D. Tobacco	
E. Physical Health	
F. Sexual Behavior	
G. Custom Questions	
H. District After School Module	

Table A1.2

Student Sample Characteristics

	Grade 7		Grades 9, 11	
	Migrant	Non-Migrant	Migrant	Non-Migrant
Student Sample Size				
Final Number	28	976	48	1457

Please note: Any grades with fewer than 10 respondents cannot be displayed.

Any grades with between 10-24 respondents are disdpalyed without demographic information.

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
12 years or younger	52	63	0	0
13 years old	33	34	0	0
14 years old	11	3	15	35
15 years old	4	0	23	19
16 years old	0	0	52	32
17 years old	0	0	6	14
18 years or older	0	0	4	1

Question HS/MS A.3: How old are you?

Table A2.2

Gender of Sample

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Male	42	49	58	50
Female	58	51	42	50

Question HS/MS A.4: What is your sex?

Table A2.3

Ethnic/Racial Characteristics of Sample

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
American Indian or Alaska Native	0	7	2	4
Native Hawaiian or Pacific Islander	4	2	0	4
Asian	29	12	31	18
Black or African American (non-Hispanic)	14	13	8	11
Hispanic or Latino/Latina	50	46	46	47
White or Caucasian (non-Hispanic)	4	22	8	26
Other	4	19	4	10
Selected more than one	4	17	0	15

Question HS/MS A.6: How do you describe yourself? (Mark all that apply)
Note: Column totals may add up to more than 100% because students could select more than one response.

Table A2.4

Living Situation

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
A home with both parents	na	na	79	68
A home with only one parent	na	na	12	24
Other relative's home	na	na	2	5
A home with more than one family	na	na	7	3
Friend's home	na	na	0	0
Foster home, group care, or waiting placement	na	na	0	1
Hotel or motel	na	na	0	0
Migrant housing	na	na	0	0
Shelter	na	na	0	0
On the street (no fixed housing), car campground	na	na	2	0
Other transitional or temporary housing	na	na	0	0
Other living arrangements	na	na	0	1

Question HS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home. (Mark all)

Table A2.5

Grades, Past 12 Months

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Mostly A's	16	20	16	18
A's and B's	16	27	28	30
Mostly B's	12	8	0	7
B's and C's	32	21	42	21
Mostly C's	4	6	2	7
C's and D's	20	12	5	10
Mostly D's	0	2	0	3
Mostly F's	0	3	7	4

Question HS A.124/MS A.106: During the past 12 months, how would you describe the grades you mostly received in school?

Table A2.6

Truancy, Past 12 Months

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
0 times	81	82	57	59
1-2 times	12	10	20	18
A few times	8	6	16	16
Once a month	0	1	2	2
Once a week	0	1	0	2
More than once a week	0	2	5	4

Question HS A.125/MS A.107: During the past 12 months, about how many times did you skip school or cut classes?

Table A2.7

Days Home Alone During Normal School Week

	Grade 7 Migrant %	Grade 7 Non-Migrant %
Never	33	34
1 day	15	12
2 days	15	7
3 days	0	8
4 days	0	4
5 days	30	21

Question MS A.102: In a normal school week, how many days are you home after school for at least one hour without an adult there?

Table A2.8

Migrant Education

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Yes	100	0	100	0
No	0	57	0	78
Don't know	0	43	0	22

Question HS A10/MS A9: In the past three years, were you part of the Migrant Education program or did your family move to find work in agriculture?

3. Resilience and Youth Development

Table A3.1 **Migrant Education Students**

Summary of External Assets

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grades 9, 11		
	H	M	L	H	M	L
School Environment						
Total Assets	38	38	23	19	58	23
Caring Relationships: Adult in School	42	46	12	19	54	27
High Expectations: Adult in School	65	19	15	38	48	15
Meaningful Participation	18	43	39	8	60	31
Community Environment						
Total Assets	57	29	14	46	38	17
Caring Relationships: Adult in Community	57	21	21	50	33	17
High Expectations: Adult in Community	71	14	14	50	40	10
Meaningful Participation	50	32	18	33	44	23
School Connectedness Scale	44	41	15	33	50	17

3. Resilience and Youth Development

Table A3.1 **Non-Migrant Education Students**

Summary of External Assets

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grades 9, 11		
	H	M	L	H	M	L
School Environment						
Total Assets	28	57	16	27	54	19
Caring Relationships: Adult in School	30	55	15	31	53	16
High Expectations: Adult in School	53	39	8	45	45	10
Meaningful Participation	9	50	41	11	43	45
Community Environment						
Total Assets	60	30	10	58	32	10
Caring Relationships: Adult in Community	62	29	10	61	28	11
High Expectations: Adult in Community	67	23	10	63	27	10
Meaningful Participation	40	39	21	38	42	20
School Connectedness Scale	45	44	11	34	51	15

Table A3.11
School Connectedness

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
I feel close to people in this school				
Strongly Disagree	0	5	4	5
Disagree	11	9	15	8
Neither Agree Nor Disagree	25	28	29	26
Agree	43	41	38	42
Strongly Agree	21	18	15	19
I am happy to be at this school				
Strongly Disagree	15	6	8	9
Disagree	0	8	4	11
Neither Agree Nor Disagree	19	22	35	31
Agree	41	40	31	36
Strongly Agree	26	24	21	12
I feel like I am part of this school				
Strongly Disagree	15	8	15	11
Disagree	12	12	10	14
Neither Agree Nor Disagree	31	27	25	34
Agree	15	35	38	30
Strongly Agree	27	17	13	11
Teachers at this school treat students fairly				
Strongly Disagree	7	10	13	11
Disagree	7	14	19	11
Neither Agree Nor Disagree	21	25	25	31
Agree	32	32	33	37
Strongly Agree	32	18	10	9
I feel safe in my school				
Strongly Disagree	11	8	8	9
Disagree	4	9	10	10
Neither Agree Nor Disagree	29	27	27	33
Agree	32	35	48	37
Strongly Agree	25	20	6	11

Questions HS A11-15 MS A10-14: I feel close to people at this school, I am happy to be at this school, I feel like I am a part of this school, The teachers at this school treat students fairly, I feel safe in my school.

Table A3.12
School Based Assets

At my school, there is a teacher or some other adult…	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
who really cares about me				
Not At All True	12	15	21	15
A Little True	31	32	38	31
Pretty Much True	31	31	17	31
Very Much True	27	21	23	23
who tells me when I do a good job				
Not At All True	12	10	10	8
A Little True	19	22	19	25
Pretty Much True	27	34	46	37
Very Much True	42	35	25	30
who notices when I am not there				
Not At All True	16	15	21	15
A Little True	24	27	33	26
Pretty Much True	20	27	25	33
Very Much True	40	31	21	25
who always wants me to do my best				
Not At All True	12	6	17	6
A Little True	12	13	21	17
Pretty Much True	20	26	27	31
Very Much True	56	56	35	46
who listens when I have something to say				
Not At All True	12	11	25	11
A Little True	12	24	19	24
Pretty Much True	46	35	33	34
Very Much True	31	30	23	31
who believes that I will be a success				
Not At All True	15	11	15	12
A Little True	15	17	21	21
Pretty Much True	35	30	35	30
Very Much True	35	43	29	37

Questions HS A16-21/MS A15-20: At my school, there is a teacher or some other adults who…really cares about me, tells me when I do a good job.. notices when I am not there,=,, always wants me to do my best.. listens to me when I have something to say.. believe that I will be a success.

Table A3.12 - *Continued*
School Based Assets

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
I do interesting activities at school				
Not At All True	18	21	27	27
A Little True	29	30	23	30
Pretty Much True	18	25	35	22
Very Much True	36	24	15	21
I help decide things like class rules or activities				
Not At All True	54	60	42	58
A Little True	18	24	40	24
Pretty Much True	14	11	8	12
Very Much True	14	5	10	6
I do things that make a difference at school				
Not At All True	39	32	27	36
A Little True	29	36	25	33
Pretty Much True	21	20	29	18
Very Much True	11	12	19	14

Questions HS A22-24/MS A21-23: At school…I do interesting activities.. I help decide things like class activities or rules… I do things that make a difference.

Table A3.13
Community Based Assets

Outside of my home and school, there is a teacher or some other adult…	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
who really cares about me				
Not At All True	21	9	13	8
A Little True	4	10	15	9
Pretty Much True	14	16	23	19
Very Much True	61	65	50	65
who tells me when I do a good job				
Not At All True	18	12	21	12
A Little True	0	12	15	14
Pretty Much True	29	23	33	25
Very Much True	54	53	31	48

Questions HS A25-26/MS 24-25: Outside of my home and school, there is an adult who…really cares about me, tells me when I do a good job

Table A3.13 - *Continued*
Community Based Assets

Outside of my home and school, there is a teacher or some other adult…	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
who notices when I am upset about something				
Not At All True	18	14	19	16
A Little True	14	15	29	13
Pretty Much True	14	20	17	23
Very Much True	54	51	35	48
who believes that I will be a success				
Not At All True	11	10	15	10
A Little True	4	11	13	11
Pretty Much True	29	19	28	21
Very Much True	57	60	45	58
who always wants me to do my vest				
Not At All True	11	9	13	8
A Little True	4	9	13	9
Pretty Much True	21	15	19	19
Very Much True	64	68	56	65
whom I trust				
Not At All True	22	11	19	14
A Little True	11	11	13	10
Pretty Much True	11	19	19	18
Very Much True	56	58	50	58

Questions HS A27-30/MS A26-29: Outside of my home and school, there is an adult…who notices when I am upset about something…believes that I will be a success…always wants me to do my best…whom I trust.

Table A3.13 - *Continued*
Community Based Assets

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
I am part of clubs, sports teams, church/temple or other group activities				
Not At All True	25	32	35	35
A Little True	11	14	19	14
Pretty Much True	18	16	19	14
Very Much True	46	38	27	36
I am involved in music, art, literature, sports or a hobby				
Not At All True	18	23	19	23
A Little True	11	13	23	12
Pretty Much True	21	15	23	17
Very Much True	50	50	35	47
I help other people				
Not At All True	18	14	19	15
A Little True	36	27	25	23
Pretty Much True	25	32	31	33
Very Much True	21	27	25	30

Questions HS A31-33/MS 30-32: Outside of my home and school…I am part of clubs, sports teams, church/temple or other group activities…I am involved in music, art, literature, sports, or a hobby…I help other people.

4. Alcohol and Other Drug Use

Table A4.1

AOD Use, Lifetime

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Alcohol (one full drink)				
0 times	73	74	42	46
1 time	23	9	10	8
2 to 3 times	0	7	17	14
4 or more times	4	10	31	32
Marijuana				
0 times	93	89	81	69
1 time	0	3	2	5
2 to 3 times	0	2	9	5
4 or more times	7	5	9	21
Inhalants (to get high)				
0 times	85	88	87	86
1 time	11	4	4	5
2 to 3 times	0	3	2	4
4 or more times	4	4	6	5
Cocaine				
0 times	na	na	95	94
1 time	na	na	2	2
2 to 3 times	na	na	0	1
4 or more times	na	na	2	2
Methamphetamine or any amphetamines				
0 times	na	na	98	95
1 time	na	na	0	2
2 to 3 times	na	na	0	1
4 or more times	na	na	2	2

Question HS A.37-41/MS A.37-39: During your life, how many times have you used or tried...?
na=not asked of middle school students

Table A4.1 - *Continued*

AOD Use, Lifetime

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
LSD or other psychedelics				
0 times	na	na	98	94
1 time	na	na	0	2
2 to 3 times	na	na	0	2
4 or more times	na	na	2	2
Ecstasy				
0 times	na	na	93	90
1 time	na	na	0	4
2 to 3 times	na	na	2	3
4 or more times	na	na	5	4
Heroin				
0 times	na	na	95	97
1 time	na	na	0	2
2 to 3 times	na	na	0	1
4 or more times	na	na	5	1
Other illegal drug or pill				
0 times	100	95	96	88
1 time	0	2	0	3
2 to 3 times	0	2	2	4
4 or more times	0	1	2	6
Any of the above AOD Use	37	31	65	58
Prescription pain killers				
0 times	na	na	90	85
1 time	na	na	5	4
2 to 3 times	na	na	2	6
4 or more times	na	na	2	6

Question HS A.43-47//MS A.41: During your life, how many times have you used or tried…?
na=not asked of middle school students

Table A4.1 - *Continued*

AOD Use, Lifetime

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Barbiturates				
0 times	na	na	98	98
1 time	na	na	2	1
2 to 3 times	na	na	0	1
4 or more times	na	na	0	1
Tranquilizers or sedatives				
0 times	na	na	98	96
1 time	na	na	0	1
2 to 3 times	na	na	2	2
4 or more times	na	na	0	1
Cold/Cough Medicines				
0 times	na	na	79	77
1 time	na	na	5	4
2 to 3 times	na	na	7	6
4 or more times	na	na	9	13
Diet Pills				
0 times	na	na	95	94
1 time	na	na	5	1
2 to 3 times	na	na	0	1
4 or more times	na	na	0	3
Ritalin™ or Adderall™				
0 times	na	na	98	95
1 time	na	na	0	2
2 to 3 times	na	na	2	1
4 or more times	na	na	0	2

Question HS A.48-52: During your life, how many times have you used or tried…?
na=not asked of middle school students

Table A4.2

Age of Onset

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Alcohol (one full drink)				
Never	59	66	46	41
10 or under	15	15	4	9
11 -12 years old	22	16	10	14
13-14 years old	4	3	25	22
15-16 years old	0	0	15	14
17 years or older	0	0	0	1
Marijuana				
Never	100	92	81	72
10 or under	0	2	0	3
11 -12 years old	0	5	4	6
13-14 years old	0	1	6	12
15-16 years old	0	0	8	8
17 years or older	0	0	0	0
Other illegal drug				
Never	100	95	88	83
10 or under	0	1	2	1
11 -12 years old	0	2	2	3
13-14 years old	0	1	4	6
15-16 years old	0	0	4	6
17 years or older	0	0	0	0

Question HS A.56,59-60/MS A.45,48-49: About how old were you the first time you. had a full drink of alcohol….used marijuana used any other illegal drug?

Table A4.3

Current AOD Use, Past 30 Days

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Alcohol (at least one drink)	25	13	36	29
Marijuana	0	5	15	15
Inhalants	11	4	4	5
Cocaine	na	na	0	2
Methamphetamine or any amphetamines	na	na	0	2
Ecstasy, LSD or other psychedelics	na	na	0	5
Other illegal drug or pill	0	3	4	5
Any of the above AOD Use	33	16	40	34
Two or more drugs at the same time	na	na	2	8

Question HS A.63, 65-71/MS A.52,54-56: During the past 30 days, on how many days did you use…?
na=not asked of middle school students

Table A4.4

Frequency of Current Alcohol and Marijuana Use, Past 30 days

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Alcohol				
None	75	87	64	71
1 or 2 days	14	8	21	16
3 to 9 days	7	2	13	7
10 to 19 days	0	1	2	3
20 or more days (daily)	4	2	0	3
Marijuana				
None	100	95	85	85
1 or 2 days	0	2	4	6
3 to 9 days	0	1	9	3
10 to 19 days	0	1	0	2
20 or more days (daily)	0	1	2	4

Question HS A.63, 65/MS A.52,54: During the past 30 days, on how many days did you use…?

Table A4.5

Ever Very Drunk or Sick from Drinking Alcohol

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
0 times	93	89	65	68
1 to 2 times	4	8	23	15
3 to 6 times	0	2	6	8
7 or more times	4	2	6	9

Question HS A.53/MS A.42: During your life, how many times have you been very drunk or sick after drinking alcohol?

Table A4.6

Ever "High" from Using Drugs

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
0 times	96	90	85	71
1 to 2 times	4	5	8	8
3 to 6 times	0	2	4	6
7 or more times	0	3	2	15

Question HS A.54/MS A43: During your life, how many times have you been high (loaded, stoned, or wasted) from using drugs?

Table A4.7

Current Binge (Episodic Heavy) Drinking, Past 30 Days

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
0 days	100	94	77	83
1 to 2 days	0	3	17	9
3 or more days	0	3	6	8

Question HS A.64/MS A.53: During the past 30 days, on how many days did you use five or more drinks of alcohol in a row, that is, within a couple of hours?

Table A4.8

Desired Level of Alcohol Consumption, Drinking Style or Preference

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Don't drink alcohol	63	72	48	47
Just a sip or two	26	17	26	16
Enough to feel it a little	11	6	13	15
Enough to feel it a lot	0	3	7	13
Until really drunk	0	2	7	9

Question HS A.76/MS A.63: How do you like to drink alcohol?

Table A4.9

Usual Level of Highness When Using Drugs

	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Don't use drugs	79	71
Not high at all	0	3
A little high	7	7
Moderately high	5	9
Very high	10	10

Question HS A77: If you use marijuana or other drugs, how high (stoned, faded, wasted, trashed) do you usually get?

Table A4.10

Ever Driven after Drinking (Respondent or by Friend)

	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Never	*59*	*71*
Any	*41*	*29*
1 time	12	8
2 times	7	7
3 to 6 times	12	8
7 or more times	10	7

Question HS A.89: In your life, how many times have you driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?

Table A4.11

Ever Been a Passenger in a Car Driven by Someone Who Had Been Drinking

	Grade 7 Migrant %	Grade 7 Non-Migrant %	
Never	*56*	*47*	
Any	*44*	*53*	
1 time	7	12	
2 times	15	8	
3 to 6 times	4	10	
7 or more times	11	14	

Question MS A.81: In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?

Table A4.12

Any Current Alcohol and Marijuana Use on School Property, Past 30 Days

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Alcohol				
0 days	92	95	98	93
1 to 2 days	8	3	2	4
3 or more days	0	2	0	3
Marijuana				
0 days	100	97	98	95
1 to 2 days	0	1	2	2
3 or more days	0	1	0	3
Any illegal drug or pill				
0 days	100	97	100	95
1 to 2 days	0	2	0	3
3 or more days	0	1	0	2

Question HS A.73-75/MS A.58-60: During the past 30 days, on how many days on school property did you… have at least one drink of alcohol? …smoke marijuana?

Table A4.13

Ever Drunk or High on School Property

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
0 times	96	94	93	83
1 to 2 times	0	4	4	8
3 to 6 times	4	1	2	4
7 or more times	0	1	0	5

Question HS A.55/MS A.44: During your life, how many times have you been drunk on alcohol or high on drugs on school property?

Table A4.14

Perceived Harm of Frequent Alcohol Use

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Alcohol - Drink Occasionally				
Great	43	27	37	28
Moderate	21	24	26	25
Slight	11	23	15	30
None	25	26	22	17
Alcohol - 5 or more drinks once or twice a week				
Great	57	42	41	46
Moderate	18	21	28	26
Slight	0	11	13	14
None	25	26	17	13

Question HS A.80-81/MS A.66-67: How much do people risk harming themselves physically and in other ways when they do the following…alcohol

Table A4.15

Perceived Harm of Frequent Marijuana Use

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Marijuana - Smoke Occasionally				
Great	44	42	50	39
Moderate	26	21	22	23
Slight	0	9	9	19
None	30	28	20	18
Marijuana - Smoke once or twice a week				
Great	54	48	51	47
Moderate	11	15	22	20
Slight	4	9	11	15
None	32	28	16	18

Question HS A.82-83/MS A.68-69: How much do people risk harming themselves physically and in other ways when they do the following…marijuana

Table A4.16

Personal Disapproval of Using Alcohol

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Alcohol - One or two drinks nearly every day				
Neither approve or disapprove	15	24	31	27
Somewhat disapprove	30	12	16	22
Strongly disapprove	56	64	53	52
Marijuana or Hashish - Once or twice				
Neither approve or disapprove	20	23	33	36
Somewhat disapprove	24	12	16	19
Strongly disapprove	56	65	51	45
Marijuana - Once a month or more				
Neither approve or disapprove	26	23	29	33
Somewhat disapprove	19	11	17	17
Strongly disapprove	56	66	55	49

Question HS A.92-94/MS A.76-78: How do you feel about someone your age doing the following…alcohol, marijuana or hashish

Table A4.17

Student Perception of Percent of Marijuana Use Among Peers

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
None of them	56	43	21	12
10 percent	28	25	14	13
20 percent	0	8	5	10
30 percent	8	7	5	10
40 percent	0	3	7	8
50 percent	4	7	19	18
60 percent	4	1	2	5
70 percent	0	1	12	8
80 percent	0	2	5	7
90 percent	0	0	7	6
All of them	0	1	5	3

Question HS A.88/MS A.74: Think about a group of 100 students in your grade. About how many students have done the following… Ever tried marijuana?

Table A4.18

Occurrence of Problems While Using Alcohol/Drugs

	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Does not apply, never used alcohol/drugs	53	55
Problems with emotions, nerves, mental health	5	9
Trouble or problems with the police	5	7
Money problems	0	3
Get into trouble in school	3	5
Problems with school work	8	5
Fight with other kids	0	4
Damage a friendship	0	5
Physically hurt or injure yourself	0	5
Unwanted or unprotected sex	0	5
Forget what happened or pass out	3	11
Other problems	0	5
More than one problem	0	13
Never had problems when I've used alcohol/drugs	38	23

Question HS A.90: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark all that apply.) Please note: Because all that apply are marked, total percentages may exceed 100%.

Table A4.19
Occurrence of Experiences While Using Alcohol/Drugs

	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Does not apply, have not used alcohol or drugs	60	58
Had to increase use to get same effect as before	5	10
Spent a lot of time getting, using, or being "hung over" from using	0	6
Used alcohol or drugs a lot more than intended	0	9
Used alcohol or drugs when alone	5	10
Alcohol/drug use often kept you from going to school, working, recreational activities or	0	4
Didn't like they way you felt when not high or drunk	3	4
Thought about reducing or stopping	3	11
Told self not going to use but used anyway	0	8
Spoke with someone about reducing or stopping use	0	5
Attended counseling, program, or group to reduce/stop use	0	1
More than one experience	0	13
Use alcohol or drugs but have not experienced any of these things	28	20

Question HS A.97: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (Mark all that apply.)

Please note: Because all that apply are marked, total percentages may exceed 100%.

Table A4.20

Perceived Difficulty of Obtaining Alcohol and Marijuana

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Alcohol				
Very difficult	21	13	13	4
Fairly difficult	14	9	4	6
Fairly easy	7	17	22	23
Very easy	21	20	43	45
Don't know	36	41	17	21
Marijuana				
Very difficult	30	21	18	6
Fairly difficult	4	10	11	7
Fairly easy	7	9	20	17
Very easy	19	13	33	45
Don't know	41	47	18	26

Question HS A.85-86/MS A.71-72: How difficult is it for students in your grade to get any of the following substances if they really want them?

Table A4.21

Offered Illegal Drugs on School Property, Past 12 Months

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
0 times	93	88	70	66
1 time	4	6	7	12
2 to 3 times	0	2	14	9
4 or more times	4	4	9	13

Question HS A.107/MS A.89: During the past 12 months, how many times on school property have you... been offered, sold, or given an illegal drug?

Table A4.22

Talked to parents or guardian about dangers of tobacco, alcohol, or drug use

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
No	36	47	30	51
Yes	64	53	70	49

Question HS A 98/MS A.61: During the past 12 months...Have you talked with at least one of your parents (or guardian) about the dangers of tobacco, alcohol or drug use?

Table A4.23

Heard, read or watched any messages about not using alcohol, tobacco or drugs

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
No	30	22	11	17
Yes	70	78	89	83

Question HS A 99/MS A.62: During the past 12 months...Have you heard, read or watched any messages about not using alcohol, tobacco, or drug use?

Table A4.24

Employer drug and alcohol testing

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
More likely	na	na	48	31
Less likely	na	na	10	18
Would make no difference	na	na	43	51

Question HS A.119: Would you be more or less likely to want to work for an employer that tests its employees for drug or alcohol use on a random basis?

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
A cigarette, even one or two puffs				
0 times	81	80	na	na
1 time	11	9	na	na
2 to 3 times	7	4	na	na
4 or more times	0	6	na	na
A whole cigarette				
0 times	93	91	66	76
1 time	0	3	11	6
2 to 3 times	4	2	13	6
4 or more times	4	3	11	12
Smokeless tobacco				
0 times	96	97	96	94
1 time	0	2	0	2
2 to 3 times	4	1	4	1
4 or more times	0	1	0	2

Question HS A.35-36/MS A.34-36: During your life, how many times have you used or tried...?

Table A5.2

Age of Onset

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Smoked part or all of a cigarette				
Never	89	83	67	70
10 or under	7	7	6	6
11 -12 years old	0	8	8	7
13-14 years old	4	2	10	10
15-16 years old	0	0	8	6
17 years or older	0	0	0	1
Smokeless Tobacco				
Never	96	96	94	93
10 or under	4	1	0	1
11 -12 years old	0	2	2	1
13-14 years old	0	1	0	2
15-16 years old	0	0	4	3
17 years or older	0	0	0	0

Question HS A.57-58/MS A.46-47: About how old were you the first time you ....Smoked part of all of a cigarette....Used smokeless tobacco or other tobacco products

Table A5.3

Any and Daily Use of Cigarettes and Smokeless Tobacco, Past 30 Days

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Cigarettes				
Any	4	6	10	10
Daily	0	1	0	2
Smokeless Tobacco				
Any	0	1	4	2
Daily	0	0	0	1

Question HS A.61-62/MS A.51-51: During the past 30 days, on how many days did you use...

Table A5.4

Current Smoking on School Property, Past 30 Days

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
None	*100*	*98*	*96*	*96*
Any	*0*	*2*	*4*	*4*
1 or 2 days	0	2	4	1
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	1
20 to 30 days	0	0	0	1

Question HS A.72/MS A.57: During the past 30 days, on how many days on school property did you smoke cigarettes?

Table A5.5

Personal Disapproval of Using Cigarettes

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Neither approve or disapprove	19	22	27	23
Somewhat disapprove	26	9	20	17
Strongly disapprove	56	68	52	61

Question HS A.91/MS A.75: How do you feel about someone your age doing the following… smoking one or more packs of cigarettes a day?

Table A5.6

Peer Disapproval of Using Cigarettes

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Neither approve or disapprove	15	17	16	17
Somewhat disapprove	22	16	19	18
Strongly disapprove	63	66	65	65

Question HS A.96/MS A.80: How do you think your close friends would feel about your smoking one or more pack of cigarettes a day?

Table A5.7

Perceived Harm of Frequent Cigarette Smoking

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Smoking Occasionally				
Great	37	33	46	32
Moderate	19	27	26	29
Slight	22	16	15	23
None	22	25	13	15
Smoking 1-2 packs of cigarette a day				
Great	54	58	56	68
Moderate	7	10	22	12
Slight	14	5	7	5
None	25	26	16	14

Question HS A78-79/MS A.64-65: How much do people risk harming themselves physically and in other ways when they do the following… smoke cigarettes occasionally..smoke 1-2 packs of cigarettes a day?

Table A5.8

Perceived Difficulty of Obtaining Cigarettes

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Very difficult	33	13	11	5
Fairly difficult	4	10	9	5
Fairly easy	11	16	22	22
Very easy	11	17	37	44
Don't know	41	42	22	23

Question HS A.84/MS A.70: How difficult is it for students in your grade to get any of the following substances if they really want them? Cigarettes.

Table A5.9

Estimated Prevalence of Peer Cigarette Smoking at Least Once a Month

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
None of them	38	38	18	11
10 percent	35	27	11	20
20 percent	8	9	7	14
30 percent	4	7	9	13
40 percent	8	4	4	10
50 percent	0	9	31	17
60 percent	0	2	4	4
70 percent	0	1	4	5
80 percent	0	1	2	3
90 percent	4	0	2	1
All of them	4	1	7	2

Question HS A.87/MS A.73: Think about a group of 100 students in your grade. About how many students have done the following… Smoke cigarettes at least once a month?

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Had mean rumors/lies spread about you				
0 times	58	50	53	59
1 time	4	20	30	18
2 to 3 times	8	13	5	12
4 or more times	31	16	12	12
Had sexual jokes/comments/gestures made to you				
0 times	63	56	60	53
1 time	7	11	12	11
2 to 3 times	7	11	5	11
4 or more times	22	22	24	25
Been made fun of because of your looks/way talk				
0 times	62	51	63	66
1 time	12	14	15	11
2 to 3 times	8	13	12	9
4 or more times	19	22	10	15

Question HS A.103-105/MS A.85-87: During the past 12 months, how many times on school property have you…?

Table A6.2
Physical Violence on School Property, Past 12 Months

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Been pushed, shoved, hit, etc.				
0 times	62	53	74	77
1 time	4	15	7	11
2 to 3 times	15	12	12	7
4 or more times	19	20	7	5
Been afraid of being beaten up				
0 times	89	73	86	84
1 time	4	14	7	9
2 to 3 times	0	6	2	4
4 or more times	7	7	5	3
Been in physical fight				
0 times	69	70	79	81
1 time	15	13	10	8
2 to 3 times	0	9	7	6
4 or more times	15	8	5	4

Question HS A.100-102/MS A.82-84: During the past 12 months, how many times on school property have you…

Table A6.3

Property Damage on School Property, Past 12 Months

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Had property stolen/damaged				
0 times	65	68	65	72
1 time	27	17	18	15
2 to 3 times	4	7	10	9
4 or more times	4	8	8	5
Damaged school property on purpose				
0 times	93	86	83	84
1 time	7	7	7	7
2 to 3 times	0	3	0	2
4 or more times	0	4	5	4

Question HS A.106,108/MS A.88,90: During the past 12 months, how many times on school property have you…?

Table A6.4

Weapons Possession on School Property, Past 12 Months

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Carried a gun				
0 times	96	94	89	96
1 time	0	3	5	1
2 or more times	4	3	7	3
Carried any other weapon				
0 times	89	88	89	90
1 time	4	6	7	4
2 or more times	7	6	5	6

Question HS A.109-110/MS A.91-92: During the past 12 months, how many times on school property have you…?

Table A6.5

Awareness and Use of Weapons on School Property, Past 12 Months

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Seen someone with a weapon				
0 times	65	63	64	71
1 time	8	17	23	13
2 or more times	27	20	14	16
Been threatened/injured with a weapon				
0 times	96	88	84	93
1 time	4	6	9	3
2 or more times	0	6	7	4

Question HS A.112,111/MS A.94,93: During the past 12 months, how many times on school property have you…

Table A6.6

Personal Disapproval of Weapon Possession

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Neither approve or disapprove	19	20	18	17
Somewhat disapprove	4	9	9	12
Strongly disapprove	77	70	73	70

Question HS A.95/MS A.79: How do you feel about someone your age doing the following…carry a weapon to school?

Table A6.7

Reason for Harassment on School Property, Past 12 Months

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Race, Ethnicity, or National Origin				
0 times	70	76	65	84
1 time	15	12	12	6
2 or more times	15	13	23	10
Religion				
0 times	88	85	84	93
1 time	4	7	2	4
2 or more times	8	8	14	4
Gender				
0 times	92	87	93	93
1 time	4	6	5	3
2 or more times	4	7	2	4
Sexual Orientation *				
0 times	88	85	91	92
1 time	8	6	9	4
2 or more times	4	8	0	5
Physical/Mental Disability				
0 times	96	94	100	96
1 time	0	3	0	2
2 or more times	4	4	0	3
Any of the Above Five Hate-Crime Reasons	33	38	36	24
Any Other Reason				
0 times	79	76	84	83
1 time	13	7	7	5
2 or more times	8	17	9	12
Any Harassment	41	45	41	30

Question HS A.113-118/MS A.95-100 During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?
** "Because you are gay or lesbian or someone thought you were."*

Table A6.8

Gang Involvement, Current

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
No	92	91	88	91
Yes	8	9	9	9

Question HS A.121 /MS A.103: Do you consider yourself a member of a gang?

Table A6.9

Physical Violence by Boy/Girlfriend, Past 12 Months

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Does not apply, didn't have a boy/girlfriend	58	44	43	38
No	33	51	43	54
Yes	8	5	14	9

Question HS A.122/MS A.104: During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?

Table A6.10

Perceived Safety of School

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Very safe	23	18	14	11
Safe	31	38	23	41
Neither safe nor unsafe	31	31	52	38
Unsafe	15	8	7	5
Very unsafe	0	5	5	4

Question HS A.120/MS A.101: How safe do you feel when you are at school?

Table A6.11

Harassment for Hate-Crime Reasons

Cells are empty if there are less than 25 respondents

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
American Indian or Alaska Native		35		37
Native Hawaiian or Pacific Islander		-1		22
Asian		52		27
Black or African American (non-Hispanic)		37		26
Hispanic or Latino/Latina		32		21
White or Caucasian (non-Hispanic)		39		24
Other		44		37
Multi-Racial (selected more than one)		37		30

Question HS A.113-117/MS A.95-99 During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... race, ethnicity or national origin; religion; gender; sexual orientation; physical or mental disability.

Table A6.12

Harassment for Race, Ethnicity or National Origin

Cells are empty if there are less than 25 respondents

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
American Indian or Alaska Native		26		26
Native Hawaiian or Pacific Islander		101		18
Asian		41		23
Black or African American (non-Hispanic)		23		16
Hispanic or Latino/Latina		18		13
White or Caucasian (non-Hispanic)		26		14
Other		27		24
Multi-Racial (selected more than one)		25		17

Question HS A.113/MS A.95 During the past 12 months, how many times on school property were you harassed or bullied for any of the following reason(s)?... race, ethnicity or national origin

7. Physical and Mental Health

Table A7.1

Eating of Breakfast

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
No	39	45	51	47
Yes	61	55	49	53

Question HS A.34/MS A.33: Did you eat breakfast today?

Table A7.2

Frequency of Sad and Hopeless Feelings, Past 12 Months

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
No	54	70	56	63
Yes	46	30	44	37

Question HS A.123/MS A.105: During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?