California Healthy Kids Survey

Chowchilla Union High
2011-2012
Migrant Education Report

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

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PREFACE

This report provides the detailed results for each question from this school/district's 2011-12 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic and comparing the results of students in the migrant education program (MEP) with all other students. To help in understanding and interpreting these results, the *CHKS Guidebook* to survey content discusses the significance of each question. Several other tools to help in data use are also available, as described below.[1]

The CHKS, along with the *California School Climate Survey* (CHKS) for staff and the *California School Parent Survey* (CSPS), is a service of the California Department of Education (CDE). These three surveys form the California School Climate, Healthy, and Learning Survey (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to assess *local* students, staff, and parents on a regular basis to provide key data on learning barriers, engagement, and supports. For additional information and resources, visit the survey website: http://chks.wested.org.

The results of this student survey should be compared to those obtained from school staff and parent surveys. It is important to determine how consistent MEP staff perceptions are to student self-report of their behaviors and experiences. The *CHKS Survey Content Guidebook* provides a crosswalk between student and staff survey questions to facilitate this 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.

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; (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 youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and to develop effective prevention, health, and youth development programs. 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, that are considered most important for schools to administer to guide

[1] *Guidebook for the California Healthy Kids Survey, Part 2: Survey Content* http://chks.wested.org/training_support)

improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being.[2] 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).

School-Related Content

To support school improvement efforts, the majority of questions on the CHKS 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 levels of students' experiences of 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 perceived frequency of, and reasons for, harassment and bullying at school; and
- levels of substance use, violence, and crime-related behavior (e.g., weapons possession) at school.

Closing the Achievement Gap

Several tables are particularly useful for helping districts identify and address student needs related to closing the state's persistent racial/ethnic achievement gap, which former Superintendent O'Connell declared CDE's top priority. On the CHKS, students are asked to indicate their racial/ethnic identity and to 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. A supplementary module is available that assesses student attitudes and experiences related to equity, diversity, cultural sensitivity, and respect. CDE urges schools that are experiencing achievement gaps among their students to administer this module and request supplementary reports disaggregating all their CHKS results by the race/ethnicity of students.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Each student's participation was voluntary, anonymous, and confidential. Table A1.2 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 tables in this Main Report, organized by topic, provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive

[2] The *Guidebook for the CHKS, Part I: Survey Administration* contains detailed information about the content of all of the survey modules (http://chks.wested.org/training_support). The modules themselves can be downloaded from www.chks.wested.org/administer.

behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

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, the CHKS *Survey Content Guidebook* provides a detailed explanation of each question and its significance (why it was asked) and the potential implications of the results for programs.
- The CHKS *Data Use and Dissemination Guidebook* describes a step-by-step process for reviewing, analyzing, and disseminating survey 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.[3]

ASSESSING THE DATA

Care must be taken to fully understand the survey; the context within which the data were collected; the factors that can impact the quality, validity, and generalizability of the results; the changes that occurred between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Data Use and Dissemination Guidebook*.

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.

Changes Between Surveys

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 after holidays or social events).

[3] The Guidebooks may be downloaded from http://chks.wested.org/training_support, and the Workbook from http://chks.wested.org/publications

Comparison Data

Tables 9.1 and 9.2 provide comparisons of selected results to state and national data. Comparing district results to local, regional, state, and national benchmarks provides a broader context with which to evaluate the local situation. They can help determine whether changes in results are locally unique or may be part of a larger trend, possibly affected by broad social forces. Ultimately, however, the most fundamental concern should be what the survey results say about the students and schools and what improvements need to be made.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The following actions can be taken 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 CSCS and other sources, particularly in the context of identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include numbers 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 the meaning of the results in more depth and to 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. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, with staff observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

ACKNOWLEDGMENTS

The CHKS was developed, and this report was prepared, by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at http://chks.wested.org.

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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

	High Migrant	High Non-Migrant
Student Sample Size		
Final Number	12	137

2. Sample Characteristics

Table A2.1

Age of Sample

	High Migrant %	High Migrant	Non- %
12 years or younger	0	0	
13 years old	0	0	
14 years old	0	0	
15 years old	0	0	
16 years old	25	29	
17 years old	58	62	
18 years or older	17	9	

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

Table A2.2

Gender of Sample

	High Migrant %	High Migrant	Non- %
Male	50	50	
Female	50	50	

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

Table A2.3

Hispanic or Latino

	High Migrant %	High Migrant	Non- %
No	17	51	
Yes	83	49	

Question HS/MS A.6: Are you of Hispanic or Latino Origin?

Table A2.4

Race

	High Migrant %	High Non-Migrant %
American Indian or Alaska Native	0	7
Asian	0	0
Black or African American	25	5
Native Hawaiian or Pacific Islander	0	1
White	25	59
Mixed (two or more) races	50	28

Question HS/MS A.7: What is your race?

Table A2.5

Living Situation

	High Migrant %	High Non-Migrant %
A home with both parents	75	68
A home with only one parent	8	22
Other relative's home	0	5
A home with more than one family	0	1
Friend's home	8	1
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Migrant housing	0	0
Shelter	0	0
On the street (no fixed housing), car campground	8	1
Other transitional or temporary housing	0	0
Other living arrangements	0	1

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

Table A2.6

Grades, Past 12 Months

	High Migrant %	High Non-Migrant %
Mostly A's	17	20
A's and B's	17	33
Mostly B's	8	10
B's and C's	25	21
Mostly C's	17	3
C's and D's	8	10
Mostly D's	8	1
Mostly F's	0	1

Question HS A.125/MS A.107: During the past 12 months, how would you describe the grades you mostly received in school?

Table A2.7

Truancy, Past 12 Months

	High Migrant %	High Non-Migrant %
0 times	67	59
1-2 times	0	24
A few times	17	10
Once a month	8	1
Once a week	0	2
More than once a week	8	4

Question HS A.126/MS A.108: During the past 12 months, about how many times did you skip school or cut classes?

Table A2.8

Days Home Alone During Normal School Week

	High Migrant %	High Migrant	Non- %
Never			
1 day			
2 days			
3 days			
4 days			
5 days			

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 A2.9

Migrant Education

	High Migrant %	High Migrant	Non- %
Yes	100	0	
No	0	100	
Don't know	0	0	

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 Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	High Migrant			High Non-Migrant		
	H	M	L	H	M	L
School Environment						
Total	25	50	25	37	49	15
Caring Adult Relationships	25	67	8	36	0	14
High Expectations	33	50	17	45	48	7
Opportunities for Meaningful Participation	17	58	25	24	37	39
Community Environment						
Total	50	33	17	76	20	5
Caring Adult Relationships	42	33	25	74	21	5
High Expectations	50	33	17	75	18	7
Opportunities for Meaningful Participation	33	50	17	54	37	9
School Connectedness Scale	42	42	17	36	47	17

Table A3.2

Summary Table - Hispanic or Latino

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	High Migrant			High Non-Migrant		
	H	M	L	H	M	L
School Environment						
Total				28	57	15
Caring Adult Relationships				32	52	17
High Expectations				37	54	9
Opportunities for Meaningful Participation				22	36	42
Community Environment						
Total				73	20	6
Caring Adult Relationships				71	22	8
High Expectations				72	18	9
Opportunities for Meaningful Participation				40	48	12
School Connectedness Scale				25	58	16

Table A3.3

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	High Migrant			High Non-Migrant		
	H	M	L	H	M	L
School Environment						
Total						
Caring Adult Relationships						
High Expectations						
Opportunities for Meaningful Participation						
Community Environment						
Total						
Caring Adult Relationships						
High Expectations						
Opportunities for Meaningful Participation						
School Connectedness Scale						

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	High Migrant			High Non-Migrant		
	H	M	L	H	M	L
School Environment Total						
Caring Adult Relationships						
High Expectations						
Opportunities for Meaningful Participation						
Community Environment Total						
Caring Adult Relationships						
High Expectations						
Opportunities for Meaningful Participation						
School Connectedness Scale						

Table A3.5

Summary Table - Black or African American

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	High Migrant			High Non-Migrant		
	H	M	L	H	M	L
School Environment Total						
Caring Adult Relationships						
High Expectations						
Opportunities for Meaningful Participation						
Community Environment Total						
Caring Adult Relationships						
High Expectations						
Opportunities for Meaningful Participation						
School Connectedness Scale						

Table A3.6

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	High Migrant			High Non-Migrant		
	H	M	L	H	M	L
School Environment Total						
Caring Adult Relationships						
High Expectations						
Opportunities for Meaningful Participation						
Community Environment Total						
Caring Adult Relationships						
High Expectations						
Opportunities for Meaningful Participation						
School Connectedness Scale						

Table A3.7

Summary Table - White

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	High Migrant			High Non-Migrant		
	H	M	L	H	M	L
School Environment Total				42	44	15
Caring Adult Relationships				42	45	13
High Expectations				48	44	8
Opportunities for Meaningful Participation				29	34	37
Community Environment Total				87	13	0
Caring Adult Relationships				82	16	2
High Expectations				89	10	2
Opportunities for Meaningful Participation				66	31	3
School Connectedness Scale				48	38	15

Table A3.8

Summary Table - Mixed (two or more) races

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	High Migrant			High Non-Migrant		
	H	M	L	H	M	L
School Environment						
Total				41	41	17
Caring Adult Relationships				38	45	17
High Expectations				48	45	7
Opportunities for Meaningful Participation				17	53	30
Community Environment						
Total				71	18	11
Caring Adult Relationships				66	28	7
High Expectations				66	24	10
Opportunities for Meaningful Participation				43	54	4
School Connectedness Scale				27	47	27

Table A3.9.1

Summary Table - Middle Migrant by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Middle Migrant						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
Community Environment Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
School Connectedness Scale							

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

Table A3.9.2

Summary Table - Middle Non-Migrant by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Middle Non-Migrant						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
Community Environment Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
School Connectedness Scale							

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

Table A3.9.3

Summary Table - High Migrant by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	High Migrant						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
Community Environment Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
School Connectedness Scale							

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

Table A3.9.4

Summary Table - High Non-Migrant by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	High Non-Migrant						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment Total	28					42	41
Caring Adult Relationships	32					42	38
High Expectations	37					48	48
Opportunities for Meaningful Participation	22					29	17
Community Environment Total	73					87	71
Caring Adult Relationships	71					82	66
High Expectations	72					89	66
Opportunities for Meaningful Participation	40					66	43
School Connectedness Scale	25						27

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

Table A3.10
School Connectedness Scale Questions

	High Migrant %	High Migrant	Non- %
I feel close to people in this school.			
Strongly Disagree	33	10	
Disagree	0	5	
Neither Agree Nor Disagree	17	22	
Agree	33	38	
Strongly Agree	17	26	
I am happy to be at this school.			
Strongly Disagree	8	13	
Disagree	8	16	
Neither Agree Nor Disagree	8	25	
Agree	58	34	
Strongly Agree	17	12	
I feel like I am part of this school.			
Strongly Disagree	9	12	
Disagree	9	12	
Neither Agree Nor Disagree	27	32	
Agree	36	32	
Strongly Agree	18	12	
Teachers at this school treat students fairly.			
Strongly Disagree	8	13	
Disagree	8	21	
Neither Agree Nor Disagree	25	25	
Agree	42	29	
Strongly Agree	17	11	
I feel safe in my school.			
Strongly Disagree	8	9	
Disagree	8	9	
Neither Agree Nor Disagree	33	31	
Agree	33	32	
Strongly Agree	17	18	

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 A3.11
School Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult…	High Migrant %	High Migrant	Non- %
Caring Relationships			
who really cares about me.			
Not At All True	8	10	
A Little True	33	23	
Pretty Much True	33	36	
Very Much True	25	31	
who notices when I am not there.			
Not At All True	8	13	
A Little True	33	24	
Pretty Much True	50	36	
Very Much True	8	28	
who listens when I have something to say.			
Not At All True	8	10	
A Little True	17	22	
Pretty Much True	50	37	
Very Much True	25	31	
High Expectations			
who tells me when I do a good job.			
Not At All True	8	8	
A Little True	17	16	
Pretty Much True	50	47	
Very Much True	25	30	
who always wants me to do my best.			
Not At All True	8	7	
A Little True	17	13	
Pretty Much True	33	36	
Very Much True	42	44	
who believes that I will be a success.			
Not At All True	25	7	
A Little True	8	20	
Pretty Much True	33	36	
Very Much True	33	38	

Questions HS A16-21/MS A15-20: At my school, there is a teacher or some other adult 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... believes that I will be a success.

Table A3.11 - *Continued*
School Protective Factors (Developmental Supports)

	High Migrant %	High Migrant	Non- %
Opportunites for Meaningful Participation			
I do interesting activities at school.			
Not At All True	8	21	
A Little True	42	25	
Pretty Much True	25	24	
Very Much True	25	30	
I help decide things like class rules or activities.			
Not At All True	42	46	
A Little True	17	22	
Pretty Much True	42	17	
Very Much True	0	15	
I do things that make a difference at school.			
Not At All True	25	30	
A Little True	25	32	
Pretty Much True	42	16	
Very Much True	8	22	

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 A3.12
Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult…	High Migrant %	High Migrant	Non- %
Caring Relationships			
who really cares about me.			
Not At All True	25	2	
A Little True	0	8	
Pretty Much True	33	11	
Very Much True	42	79	
who notices when I am upset about something.			
Not At All True	25	6	
A Little True	0	16	
Pretty Much True	42	19	
Very Much True	33	60	
whom I trust.			
Not At All True	25	8	
A Little True	8	8	
Pretty Much True	25	14	
Very Much True	42	70	
High Expectations			
who tells me when I do a good job.			
Not At All True	25	7	
A Little True	8	11	
Pretty Much True	50	23	
Very Much True	17	59	
who believes that I will be a success.			
Not At All True	17	6	
A Little True	0	9	
Pretty Much True	33	18	
Very Much True	50	67	
who always wants me to do my best.			
Not At All True	17	4	
A Little True	0	10	
Pretty Much True	33	12	
Very Much True	50	74	

Questions HS A25-30/MS 24-29: Outside of my home and school, there is an adult who…really cares about me, tells me when I do a good job... 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 A3.12 - *Continued*
Community Protective Factors (Developmental Supports)

	High Migrant %	High Migrant	Non- %
Opportunities for Meaningful Participation			
I am part of clubs, sports teams, church/temple or other group activities.			
Not At All True	42	20	
A Little True	8	11	
Pretty Much True	25	21	
Very Much True	25	47	
I am involved in music, art, literature, sports or a hobby.			
Not At All True	33	11	
A Little True	17	11	
Pretty Much True	25	17	
Very Much True	25	62	
I help other people.			
Not At All True	0	6	
A Little True	17	14	
Pretty Much True	50	29	
Very Much True	33	51	

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

	High Migrant %	High Migrant	Non- %
Alcohol (one full drink)			
0 times	50	29	
1 time	8	7	
2 to 3 times	0	14	
4 or more times	42	50	
Marijuana			
0 times	67	49	
1 time	8	10	
2 to 3 times	8	6	
4 or more times	17	36	
Inhalants (to get high)			
0 times	100	87	
1 time	0	3	
2 to 3 times	0	4	
4 or more times	0	6	
Cocaine			
0 times	92	96	
1 time	0	3	
2 to 3 times	0	0	
4 or more times	8	1	
Methamphetamine or any amphetamine			
0 times	100	97	
1 time	0	0	
2 to 3 times	0	1	
4 or more times	0	2	

Qestion HS A.37-41/MS A.37-39: During your life, how many times have you used or tried…alochol (one full glass)… marijuana...inhalants...cocaine…methamphetamine or any amphetamine?
na=not asked of middle school students

Table A4.1 - *Continued*

AOD Use, Lifetime

	High Migrant %	High Migrant Non- %
LSD or other psychedelics		
0 times	100	93
1 time	0	4
2 to 3 times	0	1
4 or more times	0	2
Ecstasy		
0 times	100	93
1 time	0	0
2 to 3 times	0	1
4 or more times	0	5
Heroin		
0 times	100	96
1 time	0	1
2 to 3 times	0	1
4 or more times	0	3
Other illegal drug or pill		
0 times	100	92
1 time	0	1
2 to 3 times	0	2
4 or more times	0	5
Any of the above AOD Use	50	74
Prescription pain killers		
0 times	83	81
1 time	8	1
2 to 3 times	0	5
4 or more times	8	12

Question HS A.43-47//MS A.41: During your life, how many times have you used or tried LSD or other psychedelics…ecstasy… heroin…other illegial drug or pill…presctiption pain killers.
na=not asked of middle school students

Table A4.1 - *Continued*

AOD Use, Lifetime

	High Migrant %	High Migrant Non- %
Barbiturates		
0 times	100	97
1 time	0	0
2 to 3 times	0	0
4 or more times	0	3
Tranquilizers or sedatives		
0 times	100	94
1 time	0	1
2 to 3 times	0	0
4 or more times	0	4
Cold/cough medicines		
0 times	100	78
1 time	0	4
2 to 3 times	0	5
4 or more times	0	13
Diet pills		
0 times	100	97
1 time	0	1
2 to 3 times	0	0
4 or more times	0	2
Ritalin™ or Adderall™		
0 times	100	94
1 time	0	2
2 to 3 times	0	1
4 or more times	0	3

Question HS A.48-52: During your life, how many times have you used or tried…barbiturates…tranquilzers or sedatives… cold/cough medicines…diet pills…Ritalin or Adderall?
na=not asked of middle school students

Table A4.2

Age of Onset

	High Migrant %	High Migrant	Non- %
Alcohol (one full drink)			
Never	58	24	
10 or under	8	12	
11 -12 years old	0	10	
13-14 years old	25	18	
15-16 years old	8	29	
17 years or older	0	8	
Marijuana			
Never	83	49	
10 or under	8	4	
11 -12 years old	0	5	
13-14 years old	8	16	
15-16 years old	0	20	
17 years or older	0	6	
Other illegal drug			
Never	92	79	
10 or under	0	1	
11 -12 years old	0	1	
13-14 years old	0	7	
15-16 years old	8	10	
17 years or older	0	1	

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

	High Migrant %	High Migrant	Non- %
Alcohol (at least one drink)	42	45	
Binge drinking (5 or more drinks in a row)	25	29	
Marijuana	8	29	
Inhalants	0	4	
Cocaine	8	1	
Methamphetamine or any amphetamine	0	1	
Ecstasy, LSD or other psychedelics	0	3	
Other illegal drug or pill	0	4	
Any drug use	8	29	
Heavy drug user	8	15	
Any of the above AOD Use	42	52	
Two or more of the above at the same time	0	12	

Question HS A.63-71/MS A.52-56: During the past 30 days, on how many days did you use…alcohol…binge drink…marijuana… inhalants…cocaine…methaphetamine or any amphetamine..esctasy, LSD, or other psychedelics…other illegeal drug or pill?
na=not asked of middle school students

Table A4.4

Frequency of Current Alcohol and Marijuana Use, Past 30 days

	High Migrant %	High Migrant	Non- %
Alcohol			
None	58	55	
1 or 2 days	25	25	
3 to 9 days	8	11	
10 to 19 days	8	4	
20 or more days (daily)	0	4	
Marijuana			
None	92	71	
1 or 2 days	8	10	
3 to 9 days	0	2	
10 to 19 days	0	2	
20 or more days (daily)	0	14	

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

Table A4.5

Ever Very Drunk or Sick from Drinking Alcohol

	High Migrant %	High Migrant	Non- %
0 times	67	59	
1 to 2 times	17	19	
3 to 6 times	17	9	
7 or more times	0	14	

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

	High Migrant %	High Migrant	Non- %
0 times	75	54	
1 to 2 times	0	12	
3 to 6 times	17	7	
7 or more times	8	27	

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

	High Migrant %	High Migrant	Non- %
0 days	75	71	
1 to 2 days	8	14	
3 or more days	17	15	

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

	High Migrant %	High Migrant	Non- %
Don't drink alcohol	67	34	
Just a sip or two	17	14	
Enough to feel it a little	8	20	
Enough to feel it a lot	8	20	
Until really drunk	0	12	

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

Table A4.9

Usual Level of Highness When Using Drugs

	High Migrant %	High Migrant	Non- %
Don't use drugs	83	57	
Not high at all	8	4	
A little high	0	11	
Moderately high	8	18	
Very high	0	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)

	High Migrant %	High Migrant	Non- %
Never	*67*	*64*	
Any	*33*	*36*	
1 time	8	7	
2 times	0	12	
3 to 6 times	8	7	
7 or more times	17	10	

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

	High Migrant %	High Migrant	Non- %
Never			
Any			
1 time			
2 times			
3 to 6 times			
7 or more times			

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

	High Migrant %	High Migrant	Non- %
Alcohol			
0 days	100	96	
1 to 2 days	0	2	
3 or more days	0	2	
Marijuana			
0 days	100	93	
1 to 2 days	0	2	
3 or more days	0	4	
Any illegal drug or pill			
0 days	100	96	
1 to 2 days	0	1	
3 or more days	0	2	
Any of the above	0	10	

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…any illegal drug or pill?

Table A4.13

Ever Drunk or High on School Property

	High Migrant %	High Migrant	Non- %
0 times	83	75	
1 to 2 times	0	8	
3 to 6 times	17	4	
7 or more times	0	13	

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

	High Migrant %	High Migrant	Non- %
Alcohol - Drink Occasionally			
Great	25	16	
Moderate	17	29	
Slight	25	41	
None	33	13	
Alcohol - 5 or more drinks once or twice a week			
Great	25	41	
Moderate	42	37	
Slight	0	12	
None	33	10	

Question HS A.80-81/MS A.66-67: How much do people risk harming themselves physically and in other ways when they…drink alcohol occasionally…have 5 or more drinks of alcohol once or twice a week?

Table A4.15

Perceived Harm of Frequent Marijuana Use

	High Migrant %	High Migrant	Non- %
Marijuana - Smoke Occasionally			
Great	33	27	
Moderate	17	27	
Slight	17	22	
None	33	24	
Marijuana - Smoke once or twice a week			
Great	25	38	
Moderate	42	23	
Slight	0	20	
None	33	20	

Question HS A.82-83/MS A.68-69: How much do people risk harming themselves physically and in other ways when they…smoke marijuana occasionally…smoke marijuana once or twice a week?

Table A4.16

Personal Disapproval of Using Alcohol

	High Migrant %	High Migrant	Non- %
Alcohol - One or two drinks nearly every day			
Neither approve or disapprove	17	24	
Somewhat disapprove	33	16	
Strongly disapprove	50	60	
Marijuana or Hashish - Once or twice			
Neither approve or disapprove	17	40	
Somewhat disapprove	42	23	
Strongly disapprove	42	38	
Marijuana - Once a month or more			
Neither approve or disapprove	33	40	
Somewhat disapprove	33	23	
Strongly disapprove	33	37	

Question HS A.92-94/MS A.76-78: How do you feel about someone your age…driink alcohol one or two drinks every day… smoke marijuana or hasish, once or twice…smoke marijuana, once amonth or more?

Table A4.17

Student Perception of Percent of Marijuana Use Among Peers

	High Migrant %	High Migrant	Non- %
None of them	17	3	
10 percent	8	8	
20 percent	8	5	
30 percent	0	5	
40 percent	0	6	
50 percent	8	16	
60 percent	8	8	
70 percent	0	16	
80 percent	8	18	
90 percent	33	11	
All of them	8	5	

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

Table A4.18

Occurrence of Problems while Using Alcohol/Drugs

	High Migrant %	High Migrant	Non- %
Does not apply, never used alcohol/drugs	58	37	
Problems with emotions, nerves, mental health	0	7	
Trouble or problems with the police	8	9	
Money problems	0	5	
Miss school	0	7	
Problems with school work	0	3	
Fight with other kids	0	3	
Damage a friendship	0	2	
Physically hurt or injure yourself	0	4	
Unwanted or unprotected sex	0	5	
Forget what happened or pass out	8	14	
Other problems	0	4	
More than one problem	0	13	
Never had problems when I've used alcohol/drugs	33	42	

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 Related to Dependency while Using Alcohol/Drugs

	High Migrant %	High Migrant	Non- %
Does not apply, have not used alcohol or drugs	75	40	
Had to increase use to get same effect as before	0	15	
Spent a lot of time getting, using, or being "hung over" from using	0	7	
Used alcohol or drugs a lot more than intended	0	8	
Used alcohol or drugs when alone	8	17	
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	0	6	
Often didn't feel OK unless had something to drink or used a drug	0	7	
Thought about reducing or stopping	0	15	
Told yourself not going to use, but used anyway	0	13	
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	19	
Use alcohol or drugs, but have not experienced any of these things	33	34	

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

	High Migrant %	High Migrant	Non- %
Alcohol			
Very difficult	0	1	
Fairly difficult	25	5	
Fairly easy	8	35	
Very easy	58	44	
Don't know	8	15	
Marijuana			
Very difficult	25	1	
Fairly difficult	8	3	
Fairly easy	8	22	
Very easy	58	51	
Don't know	0	23	

Question HS A.85-86/MS A.71-72: How difficult is it for students in your grade to get alcohol or marijana if they really want them?

Table A4.21

Offered Illegal Drugs on School Property, Past 12 Months

	High Migrant %	High Migrant	Non- %
0 times	58	69	
1 time	17	5	
2 to 3 times	17	13	
4 or more times	8	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

	High Migrant %	High Migrant	Non- %
No	25	37	
Yes	75	63	

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

	High Migrant %	High Migrant	Non- %
No	27	18	
Yes	73	82	

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 drugs?

Table A4.24

Used Alcohol, Past 30 days

Cells are empty if there are less than 25 respondents.

	High Migrant %	High Migrant	Non- %
Hispanic or Latino		40	
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		48	
Mixed (two or more) races		40	

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

Table A4.25

Used Marijuana, Past 30 days

Cells are empty if there are less than 25 respondents.

	High Migrant %	High Migrant	Non- %
Hispanic or Latino		43	
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		17	
Mixed (two or more) races		33	

Question HS A.65/MS A.54: During the past 30 days, on how many days did you smoke marijuana?

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	High Migrant %	High Migrant	Non- %
A cigarette, even one or two puffs			
0 times	na	na	
1 time	na	na	
2 to 3 times	na	na	
4 or more times	na	na	
A whole cigarette			
0 times	83	63	
1 time	0	9	
2 to 3 times	8	7	
4 or more times	8	20	
Smokeless tobacco			
0 times	100	78	
1 time	0	7	
2 to 3 times	0	8	
4 or more times	0	7	

Question HS A.35-36/MS A.34-36: During your life, how many times have you used or tried… a cigarette, even a puff of two… a whole cigaretee…smokeless tobacco?

Table A5.2

Age of Onset

	High Migrant %	High Migrant	Non- %
Smoked part or all of a cigarette			
Never	75	56	
10 or under	0	6	
11-12 years old	0	10	
13-14 years old	8	11	
15-16 years old	8	15	
17 years or older	8	3	
Smokeless tobacco			
Never	83	76	
10 or under	0	3	
11-12 years old	0	3	
13-14 years old	8	5	
15-16 years old	8	13	
17 years or older	0	1	

Question HS A.57-58/MS A.46-47: About how old were you the first time you ….smoked part or 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

	High Migrant %	High Migrant	Non- %
Cigarettes			
Any	0	16	
Daily	0	2	
Smokeless tobacco			
Any	0	7	
Daily	0	2	

Question HS A.61-62/MS A.50-51: During the past 30 days, on how many days did you use…cigarettes…smokeless tobacco?

Table A5.4

Current Smoking on School Property, Past 30 Days

	High Migrant %	High Migrant	Non- %
None	*100*	*97*	
Any	*0*	*3*	
1 or 2 days	0	1	
3 to 9 days	0	0	
10 to 19 days	0	0	
20 to 30 days	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

	High Migrant %	High Migrant	Non- %
Neither approve nor disapprove	17	15	
Somewhat disapprove	25	18	
Strongly disapprove	58	67	

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

Table A5.6

Peer Disapproval of Using Cigarettes

	High Migrant %	High Migrant	Non- %
Neither approve or disapprove	25	12	
Somewhat disapprove	17	16	
Strongly disapprove	58	72	

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

Table A5.7

Perceived Harm of Frequent Cigarette Smoking

	High Migrant %	High Migrant	Non- %
Smoking occasionally			
Great	45	26	
Moderate	9	38	
Slight	9	25	
None	36	11	
Smoking 1-2 packs of cigarettes a day			
Great	58	79	
Moderate	8	8	
Slight	0	5	
None	33	8	

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

Table A5.8

Perceived Difficulty of Obtaining Cigarettes

	High Migrant %	High Migrant	Non- %
Very difficult	17	1	
Fairly difficult	8	4	
Fairly easy	17	22	
Very easy	50	52	
Don't know	8	21	

Question HS A.84/MS A.70: How difficult is it for students in your grade to get cigarettes if they really want them?

Table A5.9

Estimated Prevalence of Peer Cigarette Smoking at Least Once a Month

	High Migrant %	High Migrant	Non- %
None of them	25	7	
10 percent	0	13	
20 percent	0	16	
30 percent	8	12	
40 percent	17	14	
50 percent	8	17	
60 percent	0	4	
70 percent	8	7	
80 percent	0	6	
90 percent	25	1	
All of them	8	2	

Question HS A.87/MS A.73: hink about a group of 100 students in your grade. About how many students smoke cigarettes at least once a month?

Table A5.10

Used Cigarettes, Past 30 days

Cells are empty if there are less than 25 respondents.

	High Migrant %	High Migrant	Non- %
Hispanic or Latino		17	
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		15	
Mixed (two or more) races		20	

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

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	High Migrant %	High Migrant	Non- %
Had mean rumors/lies spread about you			
0 times	50	63	
1 time	17	17	
2 to 3 times	17	9	
4 or more times	17	11	
Had sexual jokes/comments/gestures made to you			
0 times	33	60	
1 time	17	6	
2 to 3 times	17	10	
4 or more times	33	24	
Been made fun of because of your looks/way of talking			
0 times	42	73	
1 time	33	8	
2 to 3 times	17	6	
4 or more times	8	13	

Question HS A.103-105/MS A.85-87: During the past 12 months, how many times on school property have you… had mean rumors/lies spread about you…had sexual jokes/comments/gestures made to you…been make fun of your looks/ way of talking?

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

	High Migrant %	High Migrant	Non- %
Been pushed, shoved, hit, etc.			
0 times	75	84	
1 time	17	6	
2 to 3 times	8	3	
4 or more times	0	7	
Been afraid of being beaten up			
0 times	75	88	
1 time	17	6	
2 to 3 times	8	1	
4 or more times	0	4	
Been in a physical fight			
0 times	67	85	
1 time	17	8	
2 to 3 times	17	2	
4 or more times	0	4	

Question HS A.100-102/MS A.82-84: During the past 12 months, how many times on school property have you…been pushed shoved, hit, etc.,…been afraid of being beaten up…been in a phsyical fight?

Table A6.3

Property Damage on School Property, Past 12 Months

	High Migrant %	High Migrant	Non- %
Had property stolen/damaged			
0 times	67	76	
1 time	8	12	
2 to 3 times	17	7	
4 or more times	8	5	
Damaged school property on purpose			
0 times	67	92	
1 time	8	1	
2 to 3 times	25	4	
4 or more times	0	4	

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

Table A6.4

Weapons Possession on School Property, Past 12 Months

	High Migrant %	High Migrant	Non- %
Carried a gun			
0 times	83	97	
1 time	8	0	
2 or more times	8	3	
Carried any other weapon			
0 times	67	91	
1 time	25	2	
2 or more times	8	8	

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

Table A6.5

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

	High Migrant %	High Migrant	Non- %
Seen someone with a weapon			
0 times	67	81	
1 time	8	4	
2 or more times	25	15	
Been threatened/injured with a weapon			
0 times	83	94	
1 time	8	1	
2 or more times	8	4	

Question HS A.112,111/MS A.94,93: During the past 12 months, how many times on school property have you…seen someone with a weapon…been threatened/injured with a weapon?

Table A6.6

Personal Disapproval of Weapon Possession

	High Migrant %	High Migrant	Non- %
Neither approve or disapprove	25	10	
Somewhat disapprove	17	11	
Strongly disapprove	58	79	

Question HS A.95/MS A.79: How do you feel about someone your age carring a weapon to school?

Table A6.7

Reason for Harassment on School Property, Past 12 Months

	High Migrant %	High Migrant Non- %
Race, Ethnicity, or National Origin		
0 times	58	86
1 time	17	5
2 or more times	25	8
Religion		
0 times	92	89
1 time	0	4
2 or more times	8	8
Gender		
0 times	92	89
1 time	0	4
2 or more times	8	7
Sexual Orientation *		
0 times	92	94
1 time	0	1
2 or more times	8	5
Physical/Mental Disability		
0 times	92	96
1 time	0	1
2 or more times	8	3
Any of the Above Five Hate-Crime Reasons	42	21
Any Other Reason		
0 times	75	84
1 time	17	5
2 or more times	8	11
Any Harassment	50	25

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

	High Migrant %	High Migrant	Non- %
No	100	95	
Yes	0	5	

Question HS A.121 /MS A.104:Do you consider yourself a member of a gang?

Table A6.9

Physical Violence by Boyfriend/Girlfriend, Past 12 Months

	High Migrant %	High Migrant	Non- %
Does not apply, didn't have a boyfriend/girlfriend	25	29	
No	58	63	
Yes	17	8	

Question HS A.122/MS A.105: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

	High Migrant %	High Migrant	Non- %
Very safe	0	19	
Safe	33	38	
Neither safe nor unsafe	58	34	
Unsafe	0	4	
Very unsafe	8	6	

Question HS A.119/MS A.101: How safe do you feel when you are at school?

Table A6.11

Cyber Bullying

	High Migrant %	High Migrant	Non- %
0 times (never)	50	81	
1 time	25	5	
2-3 times	8	7	
4 or more times	17	7	

Question HS A.120/MS A.103: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook™, MySpace™, email, instant message)?

Table A6.12

Harassment for Hate-Crime Reasons

Cells are empty if there are less than 25 respondents.

	High Migrant %	High Migrant	Non- %
Hispanic or Latino		20	
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		14	
Mixed (two or more) races		29	

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 because of race, ethnicity or national origin...religion...gender...sexual orientation...physical or mental disability?

Table A6.13

Harassment for Race, Ethnicity or National Origin

Cells are empty if there are less than 25 respondents.

	High Migrant %	High Migrant	Non- %
Hispanic or Latino		17	
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		6	
Mixed (two or more) races		14	

Question HS A.113/MS A.95: During the past 12 months, how many times on school property were you harassed or bullied because of race, ethnicity or national origin?

7. Physical and Mental Health

Table A7.1

Eating of Breakfast

	High Migrant %	High Migrant	Non- %
No	42	41	
Yes	58	59	

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

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

	High Migrant %	High Migrant	Non- %
No	58	69	
Yes	42	31	

Question HS A.123/MS A.106: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

Table A7.3

Seriously Considered Attempting Suicide, Past 12 Months

	High Migrant %	High Migrant	Non- %
No	67	82	
Yes	33	18	

Question HS A.124: During the past 12 months, did you ever seriously consider attempting suicide?

Table A7.4

Gambling, Past 12 Months

	High Migrant %	High Migrant	Non- %
Card or dice games			
Not at all	58	89	
Less than once a month	25	7	
1 to 3 times	8	1	
Once a week or more	8	2	
Personal skill games			
Not at all	50	82	
Less than once a month	25	13	
1 to 3 times	8	2	
Once a week or more	17	3	
Betting on sports			
Not at all	67	81	
Less than once a month	8	11	
1 to 3 times	17	7	
Once a week or more	8	1	
Lottery			
Not at all	75	90	
Less than once a month	17	4	
1 to 3 times	0	1	
Once a week or more	8	4	
Bet or gambled in any other way			
Not at all	75	91	
Less than once a month	0	4	
1 to 3 times	8	1	
Once a week or more	17	3	

Question HS A.127-131//MS A.109-113: During the past 12 months, how often have you bet/gambled, even casually, for money or valuables in the following ways?