California Healthy Kids Survey

Conejo Valley Unified
2009-2010
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:

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PREFACE

This report provides the detailed results for each question from the district's 2009-10 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.

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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

	Middle Migrant	**Middle Non-Migrant**	**High Migrant**	**High Non-Migrant**
Student Sample Size				
Final Number	16	753	31	2060

* NT includes continuation, community day, and other alternative school types

2. Sample Characteristics

Table A2.1

Age of Sample

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
12 years or younger	87	86	6	0
13 years old	7	14	0	2
14 years old	0	0	35	43
15 years old	0	0	29	10
16 years old	7	0	16	38
17 years old	0	0	10	7
18 years or older	0	0	3	0

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

Table A2.2

Gender of Sample

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Male		51	67	48
Female		49	33	52

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

Table A2.3

Ethnic/Racial Characteristics of Sample

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
American Indian or Alaska Native		5	16	4
Native Hawaiian or Pacific Islander		2	10	2
Asian		13	19	11
Black or African American (non-Hispanic)		3	23	4
Hispanic or Latino/Latina		14	35	16
White or Caucasian (non-Hispanic)		63	52	71
Other		17	23	8
Selected more than one		15	29	12

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

	High Migrant %	High Non-Migrant %
A home with both parents	65	75
A home with only one parent	13	20
Other relative's home	6	2
A home with more than one family	3	1
Friend's home	6	0
Foster home, group care, or waiting placement	6	0
Hotel or motel	6	0
Migrant housing	6	0
Shelter	3	0
On the street (no fixed housing), car campground	16	1
Other transitional or temporary housing	3	0
Other living arrangements	3	2

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Mostly A's	25	29	15	26
A's and B's	50	40	30	41
Mostly B's	6	9	7	10
B's and C's	13	15	33	14
Mostly C's	6	2	4	4
C's and D's	0	4	4	4
Mostly D's	0	1	0	1
Mostly F's	0	1	7	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 A2.6

Truancy, Past 12 Months

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
0 times	88	84	54	69
1-2 times	6	11	32	17
A few times	0	3	7	9
Once a month	0	1	0	2
Once a week	0	0	0	2
More than once a week	6	1	7	1

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

Table A2.7

Days Home Alone During Normal School Week

	Middle Migrant %	Middle Non-Migrant %
Never	31	38
1 day	31	28
2 days	8	20
3 days	23	9
4 days	8	5
5 days	0	0

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

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

Question HS A10/MS A9: In the past three years, were you pare 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 (%)	Middle Migrant			Middle Non-Migrant			High Migrant			High Non-Migrant		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	47	40	13	44	49	7	21	41	38	41	48	10
Caring Adult Relationships	40	33	27	44	49	7	27	37	37	43	48	9
High Expectations	67	20	13	66	30	4	30	33	37	57	37	5
Opportunities for Meaningful Participation	20	60	20	20	55	25	10	63	27	19	53	28
Community Environment												
Total	71	14	14	81	16	3	50	30	20	78	18	4
Caring Adult Relationships	73	13	13	76	19	5	45	35	19	75	20	5
High Expectations	79	7	14	78	18	4	60	20	20	77	18	5
Opportunities for Meaningful Participation	60	27	13	69	28	3	48	32	19	64	28	8
School Connectedness Scale	31	38	31	65	30	5	42	32	26	62	31	6

Table A3.2

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 (%)	Middle Migrant			Middle Non-Migrant			High Migrant			High Non-Migrant		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total				32	65	3				52	38	10
Caring Adult Relationships				45	45	9				50	39	11
High Expectations				61	35	3				63	31	6
Opportunities for Meaningful Participation				9	59	32				14	69	17
Community Environment												
Total				68	26	6				71	28	1
Caring Adult Relationships				62	32	6				70	21	9
High Expectations				65	29	6				71	25	4
Opportunities for Meaningful Participation				62	32	6				63	31	6
School Connectedness Scale				65	29	6				51	42	7

Table A3.3

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 (%)	Middle Migrant			Middle Non-Migrant			High Migrant			High Non-Migrant		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total										40	50	10
Caring Adult Relationships										35	48	17
High Expectations										54	44	2
Opportunities for Meaningful Participation										20	56	24
Community Environment												
Total										67	27	6
Caring Adult Relationships										72	22	6
High Expectations										71	24	4
Opportunities for Meaningful Participation										60	34	6
School Connectedness Scale										60	34	6

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Middle Migrant			Middle Non-Migrant			High Migrant			High Non-Migrant		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total				51	43	6				50	44	6
Caring Adult Relationships				48	47	5				47	47	6
High Expectations				76	20	4				62	35	3
Opportunities for Meaningful Participation				22	59	19				29	55	16
Community Environment												
Total				73	25	2				80	18	2
Caring Adult Relationships				69	25	6				73	22	5
High Expectations				71	25	4				76	21	3
Opportunities for Meaningful Participation				73	24	3				72	27	1
School Connectedness Scale				64	30	6				62	33	5

Table A3.5

Summary Table - Black or African American (non-Hispanic)

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Middle Migrant			Middle Non-Migrant			High Migrant			High Non-Migrant		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total										30	50	20
Caring Adult Relationships										33	44	23
High Expectations										42	48	10
Opportunities for Meaningful Participation										19	45	35
Community Environment												
Total										63	26	11
Caring Adult Relationships										64	26	10
High Expectations										62	26	12
Opportunities for Meaningful Participation										58	34	8
School Connectedness Scale										48	39	13

Table A3.6

Summary Table - Hispanic or Latino/Latina

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Middle Migrant			Middle Non-Migrant			High Migrant			High Non-Migrant		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total				32	57	11				30	53	17
Caring Adult Relationships				36	53	11				31	53	15
High Expectations				65	30	5				52	40	8
Opportunities for Meaningful Participation				14	52	34				13	50	38
Community Environment												
Total				71	24	5				70	24	6
Caring Adult Relationships				73	20	8				70	23	7
High Expectations				73	19	9				72	21	7
Opportunities for Meaningful Participation				54	41	5				50	31	18
School Connectedness Scale				60	35	5				54	37	9

Table A3.7

Summary Table - White or Caucasian (non-Hispanic)

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Middle Migrant			Middle Non-Migrant			High Migrant			High Non-Migrant		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total				48	46	6				44	47	9
Caring Adult Relationships				48	46	6				46	47	8
High Expectations				69	28	3				59	36	4
Opportunities for Meaningful Participation				22	55	23				20	54	26
Community Environment												
Total				84	14	2				81	16	3
Caring Adult Relationships				79	17	4				77	18	4
High Expectations				81	15	4				80	16	4
Opportunities for Meaningful Participation				73	25	2				66	27	7
School Connectedness Scale				66	28	6				65	30	5

Table A3.8

Summary Table - Other Ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Middle Migrant			Middle Non-Migrant			High Migrant			High Non-Migrant		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total				34	57	9				34	54	11
Caring Adult Relationships				34	56	9				31	58	11
High Expectations				59	36	5				53	43	4
Opportunities for Meaningful Participation				18	56	26				12	60	28
Community Environment												
Total				82	14	4				74	20	6
Caring Adult Relationships				79	16	5				69	26	6
High Expectations				78	17	5				75	19	6
Opportunities for Meaningful Participation				67	28	5				60	33	7
School Connectedness Scale				59	38	2				60	33	7

Table A3.9

Summary Table - Selected More Than One Ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Middle Migrant			Middle Non-Migrant			High Migrant			High Non-Migrant		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total				38	54	8				43	48	9
Caring Adult Relationships				44	48	8				41	50	9
High Expectations				69	27	4				59	39	2
Opportunities for Meaningful Participation				18	56	27				18	60	23
Community Environment												
Total				75	23	3				78	19	3
Caring Adult Relationships				73	22	6				74	21	5
High Expectations				72	21	7				79	17	4
Opportunities for Meaningful Participation				69	28	3				66	27	7
School Connectedness Scale				59	36	6				61	34	5

Table A3.10.1

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Middle Migrant							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
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								

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

Table A3.10.2

Summary Table -9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Middle Non-Migrant							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment								
Total	32		51		32	48	34	38
Caring Adult Relationships	45		48		36	48	34	44
High Expectations	61		76		65	69	59	69
Opportunities for Meaningful Participation	9		22		14	22	18	18
Community Environment								
Total	68		73		71	84	82	75
Caring Adult Relationships	62		69		73	79	79	73
High Expectations	65		71		73	81	78	72
Opportunities for Meaningful Participation	62		73		54	73	67	69
School Connectedness Scale	65		64		60	66	59	59

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

Table A3.10.3

Summary Table - 11th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	High Migrant							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
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								

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

Table A3.10.4

Summary Table - Non-traditional by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	High Non-Migrant							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment								
Total	52	40	50	30	30	44	34	43
Caring Adult Relationships	50	35	47	33	31	46	31	41
High Expectations	63	54	62	42	52	59	53	59
Opportunities for Meaningful Participation	14	20	29	19	13	20	12	18
Community Environment								
Total	71	67	80	63	70	81	74	78
Caring Adult Relationships	70	72	73	64	70	77	69	74
High Expectations	71	71	76	62	72	80	75	79
Opportunities for Meaningful Participation	63	60	72	58	50	66	60	66
School Connectedness Scale	51	60	62	48	54	65	60	61

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

Table A3.11
School Connectedness Scale Questions

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
I feel close to people in this school				
Strongly Disagree	13	3	26	4
Disagree	13	5	6	7
Neither Agree Nor Disagree	6	20	6	16
Agree	63	47	26	42
Strongly Agree	6	26	35	30
I am happy to be at this school				
Strongly Disagree	19	3	19	5
Disagree	6	5	10	4
Neither Agree Nor Disagree	38	16	13	17
Agree	19	42	26	42
Strongly Agree	19	34	32	33
I feel like I am part of this school				
Strongly Disagree	6	3	16	5
Disagree	19	7	6	8
Neither Agree Nor Disagree	38	20	13	23
Agree	13	43	39	41
Strongly Agree	25	27	26	23
Teachers at this school treat students fairly				
Strongly Disagree	38	6	19	5
Disagree	0	8	10	7
Neither Agree Nor Disagree	13	21	19	24
Agree	38	40	32	46
Strongly Agree	13	25	19	19
I feel safe in my school				
Strongly Disagree	6	4	19	3
Disagree	13	5	10	4
Neither Agree Nor Disagree	38	18	10	16
Agree	38	42	39	46
Strongly Agree	6	32	23	31

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 Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult…	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
who really cares about me (Caring Relationships)				
Not At All True	20	10	47	9
A Little True	20	27	13	26
Pretty Much True	40	36	23	33
Very Much True	20	28	17	31
who tells me when I do a good job (High Expectations)				
Not At All True	20	4	24	4
A Little True	13	16	21	16
Pretty Much True	7	34	31	37
Very Much True	60	46	24	43
who notices when I am not there (CR)				
Not At All True	13	9	30	10
A Little True	27	22	23	20
Pretty Much True	40	33	13	35
Very Much True	20	36	33	35
who always wants me to do my best (HE)				
Not At All True	7	3	27	3
A Little True	7	8	27	11
Pretty Much True	7	23	20	30
Very Much True	80	65	27	55
who listens when I have something to say (CR)				
Not At All True	20	5	21	5
A Little True	7	18	29	17
Pretty Much True	40	33	32	38
Very Much True	33	44	18	40
who believes that I will be a success (HE)				
Not At All True	15	4	27	7
A Little True	8	17	23	16
Pretty Much True	38	29	27	35
Very Much True	38	50	23	42

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... believes that I will be a success.

Table A3.12 - *Continued*
School Protective Factors (Developmental Supports)

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
I do interesting activities at school (Opportunites for Meaningful Participation)				
Not At All True	14	11	20	13
A Little True	14	24	20	21
Pretty Much True	21	36	13	28
Very Much True	50	29	47	37
I help decide things like class rules or activities (OMP)				
Not At All True	40	39	53	46
A Little True	33	33	23	30
Pretty Much True	13	16	17	14
Very Much True	13	12	7	11
I do things that make a difference at school (OMP)				
Not At All True	27	17	47	22
A Little True	20	36	27	35
Pretty Much True	33	27	20	24
Very Much True	20	20	7	19

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 Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult…	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
who really cares about me (CR)				
Not At All True	7	3	27	4
A Little True	14	7	13	5
Pretty Much True	7	12	13	13
Very Much True	71	78	47	78
who tells me when I do a good job (HE)				
Not At All True	14	5	27	5
A Little True	0	9	13	8
Pretty Much True	7	17	10	19
Very Much True	79	69	50	68

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 Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult…	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
who notices when I am upset about something (CR)				
Not At All True	13	9	23	6
A Little True	13	12	13	12
Pretty Much True	20	16	17	20
Very Much True	53	63	47	62
who believes that I will be a success (HE)				
Not At All True	14	5	20	4
A Little True	0	7	13	6
Pretty Much True	21	16	13	18
Very Much True	64	73	53	72
who always wants me to do my best (HE)				
Not At All True	14	4	23	3
A Little True	0	5	13	5
Pretty Much True	14	11	13	15
Very Much True	71	80	50	76
whom I trust (CR)				
Not At All True	7	6	27	6
A Little True	7	6	13	8
Pretty Much True	29	17	23	17
Very Much True	57	71	37	69

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 Protective Factors (Developmental Supports)

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
I am part of clubs, sports teams, church/temple or other group activities (OMP)				
Not At All True	20	12	23	19
A Little True	0	9	10	11
Pretty Much True	20	16	23	12
Very Much True	60	63	45	58
I am involved in music, art, literature, sports or a hobby (OMP)				
Not At All True	13	4	17	9
A Little True	7	5	13	7
Pretty Much True	27	14	27	14
Very Much True	53	76	43	70
I help other people (OMP)				
Not At All True	13	4	26	6
A Little True	25	16	19	15
Pretty Much True	31	35	29	33
Very Much True	31	45	26	46

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Alcohol (one full drink)				
0 times	81	89	37	56
1 time	6	5	7	7
2 to 3 times	0	5	10	10
4 or more times	13	2	47	26
Marijuana				
0 times	81	96	59	76
1 time	0	2	7	4
2 to 3 times	0	1	7	4
4 or more times	19	1	28	16
Inhalants (to get high)				
0 times	88	92	72	90
1 time	0	4	3	3
2 to 3 times	6	2	10	3
4 or more times	6	2	14	3
Cocaine				
0 times	na	na	75	97
1 time	na	na	4	1
2 to 3 times	na	na	11	0
4 or more times	na	na	11	2
Methamphetamine or any amphetamines				
0 times	na	na	77	97
1 time	na	na	3	1
2 to 3 times	na	na	0	1
4 or more times	na	na	20	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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
LSD or other psychedelics				
0 times	na	na	70	95
1 time	na	na	13	2
2 to 3 times	na	na	7	1
4 or more times	na	na	10	2
Ecstasy				
0 times	na	na	76	94
1 time	na	na	3	2
2 to 3 times	na	na	7	2
4 or more times	na	na	14	2
Heroin				
0 times	na	na	72	97
1 time	na	na	7	1
2 to 3 times	na	na	7	1
4 or more times	na	na	14	2
Other illegal drug or pill				
0 times	81	99	73	90
1 time	0	1	7	2
2 to 3 times	6	1	10	3
4 or more times	13	0	10	5
Any of the above AOD Use	13	15	67	46
Prescription pain killers				
0 times	na	na	63	88
1 time	na	na	13	4
2 to 3 times	na	na	7	3
4 or more times	na	na	17	5

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Barbiturates				
0 times	na	na	77	98
1 time	na	na	3	1
2 to 3 times	na	na	7	1
4 or more times	na	na	13	1
Tranquilizers or sedatives				
0 times	na	na	79	94
1 time	na	na	11	2
2 to 3 times	na	na	4	2
4 or more times	na	na	7	3
Cold/Cough Medicines				
0 times	na	na	57	87
1 time	na	na	11	3
2 to 3 times	na	na	0	3
4 or more times	na	na	32	7
Diet Pills				
0 times	na	na	57	96
1 time	na	na	10	1
2 to 3 times	na	na	3	1
4 or more times	na	na	30	2
Ritalin™ or Adderall™				
0 times	na	na	77	93
1 time	na	na	7	2
2 to 3 times	na	na	7	2
4 or more times	na	na	10	3

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Alcohol (one full drink)				
Never	73	82	42	53
10 or under	20	9	13	5
11 -12 years old	0	9	6	8
13-14 years old	7	1	23	19
15-16 years old	0	0	10	15
17 years or older	0	0	6	0
Marijuana				
Never	81	97	65	77
10 or under	6	1	6	1
11 -12 years old	0	2	13	2
13-14 years old	13	0	10	10
15-16 years old	0	0	3	9
17 years or older	0	0	3	0
Other illegal drug				
Never	88	98	68	87
10 or under	6	0	6	1
11 -12 years old	0	1	3	2
13-14 years old	6	0	19	5
15-16 years old	0	0	0	5
17 years or older	0	0	3	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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Alcohol (at least one drink)	6	8	42	25
Marijuana	13	2	35	14
Inhalants	13	4	23	4
Cocaine	na	na	20	2
Methamphetamine or any amphetamines	na	na	18	2
Ecstasy, LSD or other psychedelics	na	na	21	4
Other illegal drug or pill	7	1	26	5
Any of the above AOD Use	7	9	43	30
Two or more drugs at the same time	na	na	30	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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Alcohol				
None	94	92	58	75
1 or 2 days	0	5	23	14
3 to 9 days	0	1	3	7
10 to 19 days	0	1	3	2
20 or more days (daily)	6	1	13	2
Marijuana				
None	87	98	65	86
1 or 2 days	7	1	3	6
3 to 9 days	0	1	3	3
10 to 19 days	0	0	6	2
20 or more days (daily)	7	0	23	3

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
0 times	88	96	61	74
1 to 2 times	6	3	6	13
3 to 6 times	0	0	13	7
7 or more times	6	0	19	7

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
0 times	81	97	52	77
1 to 2 times	0	2	16	7
3 to 6 times	6	1	10	5
7 or more times	13	1	23	12

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
0 days	93	98	68	85
1 to 2 days	0	1	10	9
3 or more days	7	1	23	7

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Don't drink alcohol	75	82	32	55
Just a sip or two	6	14	18	14
Enough to feel it a little	13	3	14	9
Enough to feel it a lot	6	1	14	14
Until really drunk	0	0	21	8

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 Non-Migrant %
Don't use drugs	55	77
Not high at all	3	2
A little high	3	5
Moderately high	10	9
Very high	28	7

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 Non-Migrant %
Never	*59*	*81*
Any	*41*	*19*
1 time	7	6
2 times	7	5
3 to 6 times	7	4
7 or more times	21	3

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

	Middle Migrant %	Middle Migrant	Non- %
Never	*80*	*63*	
Any	*20*	*37*	
1 time	13	14	
2 times	0	8	
3 to 6 times	7	6	
7 or more times	0	8	

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Alcohol				
0 days	93	98	80	96
1 to 2 days	7	2	3	3
3 or more days	0	0	17	1
Marijuana				
0 days	87	99	82	97
1 to 2 days	7	1	4	2
3 or more days	7	0	14	2
Any illegal drug or pill				
0 days	94	99	83	97
1 to 2 days	0	1	0	2
3 or more days	6	0	17	1

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
0 times	94	99	68	88
1 to 2 times	0	1	10	6
3 to 6 times	0	0	3	3
7 or more times	6	0	19	3

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Alcohol - Drink Occasionally				
Great	27	19	37	19
Moderate	27	25	23	20
Slight	20	36	13	40
None	27	20	27	20
Alcohol - 5 or more drinks once or twice a week				
Great	60	52	33	55
Moderate	13	28	27	29
Slight	7	8	13	9
None	20	12	27	7

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Marijuana - Smoke Occasionally				
Great	60	51	45	36
Moderate	13	29	14	26
Slight	7	7	14	21
None	20	14	28	17
Marijuana - Smoke once or twice a week				
Great	67	71	48	57
Moderate	13	13	14	19
Slight	0	3	14	12
None	20	13	24	12

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Alcohol - One or two drinks nearly every day				
Neither approve or disapprove	6	9	36	16
Somewhat disapprove	6	9	25	18
Strongly disapprove	88	82	39	66
Marijuana or Hashish - Once or twice				
Neither approve or disapprove	13	10	47	35
Somewhat disapprove	6	10	27	21
Strongly disapprove	81	80	27	44
Marijuana - Once a month or more				
Neither approve or disapprove	6	9	55	29
Somewhat disapprove	6	7	14	18
Strongly disapprove	88	84	31	52

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
None of them	25	57	29	11
10 percent	50	30	6	17
20 percent	6	6	10	11
30 percent	0	3	3	11
40 percent	0	2	10	8
50 percent	13	1	10	13
60 percent	0	0	3	7
70 percent	0	0	6	7
80 percent	6	0	3	7
90 percent	0	0	3	6
All of them	0	0	16	1

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

	High Migrant %	High Non-Migrant %
Does not apply, never used alcohol/drugs	52	65
Problems with emotions, nerves, mental health	10	7
Trouble or problems with the police	10	5
Money problems	10	3
Get into trouble in school	10	3
Problems with school work	17	3
Fight with other kids	10	2
Damage a friendship	17	5
Physically hurt or injure yourself	14	3
Unwanted or unprotected sex	14	4
Forget what happened or pass out	21	10
Other problems	17	4
More than one problem	24	10
Never had problems when I've used alcohol/drugs	24	20

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

	High Migrant %	High Non-Migrant %
Does not apply, have not used alcohol or drugs	57	67
Had to increase use to get same effect as before	14	8
Spent a lot of time getting, using, or being "hung over" from using	18	5
Used alcohol or drugs a lot more than intended	11	6
Used alcohol or drugs when alone	14	8
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	4	2
Didn't like they way you felt when not high or drunk	11	2
Thought about reducing or stopping	11	7
Told self not going to use but used anyway	7	6
Spoke with someone about reducing or stopping use	0	4
Attended counseling, program, or group to reduce/stop use	0	1
More than one experience	14	10
Use alcohol or drugs but have not experienced any of these things	18	18

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Alcohol				
Very difficult	19	13	19	4
Fairly difficult	6	15	3	7
Fairly easy	13	15	23	22
Very easy	25	12	45	44
Don't know	38	45	10	24
Marijuana				
Very difficult	19	27	30	6
Fairly difficult	13	10	3	8
Fairly easy	13	7	20	20
Very easy	25	6	37	36
Don't know	31	50	10	30

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
0 times	81	93	63	76
1 time	6	5	22	8
2 to 3 times	6	1	4	7
4 or more times	6	1	11	9

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
No	13	35	40	35
Yes	88	65	60	65

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
No	13	13	12	11
Yes	88	87	88	89

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?

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
A cigarette, even one or two puffs				
0 times	80	93	na	na
1 time	7	4	na	na
2 to 3 times	0	1	na	na
4 or more times	13	1	na	na
A whole cigarette				
0 times	88	98	48	84
1 time	0	1	10	3
2 to 3 times	0	1	13	3
4 or more times	13	1	29	10
Smokeless tobacco				
0 times	87	98	68	95
1 time	0	1	6	2
2 to 3 times	7	1	3	2
4 or more times	7	0	23	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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Smoked part or all of a cigarette				
Never	80	94	60	82
10 or under	13	2	10	2
11 -12 years old	7	3	7	3
13-14 years old	0	0	10	7
15-16 years old	0	0	7	6
17 years or older	0	0	7	0
Smokeless Tobacco				
Never	88	98	65	92
10 or under	6	0	6	1
11 -12 years old	0	1	6	1
13-14 years old	6	0	13	3
15-16 years old	0	0	3	3
17 years or older	0	0	6	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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Cigarettes				
Any	7	2	29	8
Daily	0	0	13	2
Smokeless Tobacco				
Any	7	1	26	3
Daily	7	0	13	1

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

Table A5.4

Current Smoking on School Property, Past 30 Days

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
None	*93*	*99*	*83*	*98*
Any	*7*	*1*	*17*	*2*
1 or 2 days	7	1	0	1
3 to 9 days	0	0	3	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	13	0

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Neither approve or disapprove	0	7	27	13
Somewhat disapprove	0	7	23	11
Strongly disapprove	100	86	50	76

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Neither approve or disapprove	19	6	28	8
Somewhat disapprove	6	9	21	13
Strongly disapprove	75	85	52	79

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Smoking Occasionally				
Great	40	27	38	32
Moderate	13	42	31	38
Slight	33	20	14	22
None	13	11	17	7
Smoking 1-2 packs of cigarette a day				
Great	73	78	59	85
Moderate	13	8	17	8
Slight	0	2	3	3
None	13	12	21	5

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Very difficult	13	15	26	4
Fairly difficult	0	15	6	6
Fairly easy	31	15	23	25
Very easy	19	8	32	36
Don't know	38	47	13	29

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

	Middle Migrant %	Middle Migrant Non- %	High Migrant %	High Migrant Non- %
None of them	31	56	26	12
10 percent	56	31	10	29
20 percent	0	6	19	16
30 percent	6	2	3	15
40 percent	0	2	10	8
50 percent	6	2	6	10
60 percent	0	0	3	3
70 percent	0	0	0	3
80 percent	0	0	6	2
90 percent	0	0	0	1
All of them	0	0	16	0

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?

Table A5.10

Used Cigarettes, Past 30 days

Cells are empty if there are less than 25 respondents

	Middle Migrant %	Middle Migrant Non- %	High Migrant %	High Migrant Non- %
American Indian or Alaska Native				
Native Hawaiian or Pacific Islander				
Asian				
Black or African American (non-Hispanic)				
Hispanic or Latino/Latina				
White or Caucasian (non-Hispanic)				
Other				
Multi-Racial (selected more than one)				

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Had mean rumors/lies spread about you				
0 times	44	56	50	63
1 time	31	24	21	17
2 to 3 times	19	10	14	10
4 or more times	6	11	14	10
Had sexual jokes/comments/gestures made to you				
0 times	75	57	43	54
1 time	6	16	4	11
2 to 3 times	6	11	11	11
4 or more times	13	16	43	24
Been made fun of because of your looks/way talk				
0 times	56	61	75	67
1 time	19	16	4	11
2 to 3 times	6	10	7	8
4 or more times	19	13	14	13

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Been pushed, shoved, hit, etc.				
0 times	44	64	61	78
1 time	19	15	7	11
2 to 3 times	25	10	18	7
4 or more times	13	11	14	4
Been afraid of being beaten up				
0 times	75	77	78	85
1 time	6	13	19	10
2 to 3 times	13	4	0	3
4 or more times	6	5	4	2
Been in physical fight				
0 times	75	80	68	88
1 time	13	12	11	6
2 to 3 times	6	4	7	3
4 or more times	6	3	14	3

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Had property stolen/damaged				
0 times	69	74	58	81
1 time	25	16	19	12
2 to 3 times	0	6	15	4
4 or more times	6	4	8	3
Damaged school property on purpose				
0 times	75	93	77	91
1 time	13	5	12	5
2 to 3 times	0	1	0	2
4 or more times	13	1	12	2

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Carried a gun				
0 times	88	98	79	97
1 time	0	1	7	1
2 or more times	13	1	14	2
Carried any other weapon				
0 times	73	96	81	94
1 time	7	2	7	2
2 or more times	20	2	11	3

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Seen someone with a weapon				
0 times	69	82	52	83
1 time	19	12	19	8
2 or more times	13	6	30	9
Been threatened/injured with a weapon				
0 times	88	94	85	96
1 time	6	4	11	2
2 or more times	6	3	4	2

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Neither approve or disapprove	0	8	45	9
Somewhat disapprove	0	9	14	8
Strongly disapprove	100	84	41	83

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Race, Ethnicity, or National Origin				
0 times	88	88	82	89
1 time	13	6	4	4
2 or more times	0	6	14	7
Religion				
0 times	88	90	86	89
1 time	0	4	0	4
2 or more times	13	6	14	7
Gender				
0 times	94	92	86	93
1 time	6	5	4	3
2 or more times	0	4	11	4
Sexual Orientation *				
0 times	88	89	90	92
1 time	0	6	3	3
2 or more times	13	5	7	4
Physical/Mental Disability				
0 times	88	95	86	95
1 time	0	2	4	2
2 or more times	13	3	11	3
Any of the Above Five Hate-Crime Reasons	44	29	31	23
Any Other Reason				
0 times	63	73	81	84
1 time	13	11	11	5
2 or more times	25	17	7	11
Any Harassment	63	40	38	29

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
No	81	96	85	93
Yes	19	4	15	7

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

Table A6.9

Physical Violence by Boy/Girlfriend, Past 12 Months

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Does not apply, didn't have a boy/girlfriend	69	64	35	51
No	25	32	50	44
Yes	6	4	15	5

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Very safe	19	27	41	30
Safe	19	46	37	51
Neither safe nor unsafe	56	21	11	16
Unsafe	0	4	0	2
Very unsafe	6	1	11	1

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

Table A6.11

Cyber Bullying

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
0 times (never)	75	85	57	78
1 time	6	8	32	11
2-3 times	13	4	4	6
4 or more times	6	3	7	5

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

	Middle Migrant %	Middle Migrant	Non- %	High Migrant %	High Migrant	Non- %
American Indian or Alaska Native						
Native Hawaiian or Pacific Islander						
Asian						
Black or African American (non-Hispanic)						
Hispanic or Latino/Latina						
White or Caucasian (non-Hispanic)						
Other						
Multi-Racial (selected more than one)						

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 A6.13

Harassment for Race, Ethnicity or National Origin

Cells are empty if there are less than 25 respondents

	Middle Migrant %	Middle Migrant	Non- %	High Migrant %	High Migrant	Non- %
American Indian or Alaska Native						
Native Hawaiian or Pacific Islander						
Asian						
Black or African American (non-Hispanic)						
Hispanic or Latino/Latina						
White or Caucasian (non-Hispanic)						
Other						
Multi-Racial (selected more than one)						

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
No	50	19	38	30
Yes	50	81	62	70

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

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
No	75	80	52	75
Yes	25	20	48	25

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 Non-Migrant %
No	72	85
Yes	28	15

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