California Healthy Kids Survey

Greenfield Union Elementary
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:

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

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PREFACE

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

Gregory Austin, Ph.D.
CHKS Director, WestEd

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

Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

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

Table A1.2

Student Sample Characteristics

	Middle Migrant	**Middle Non-Migrant**
Student Sample Size		
Final Number	40	396

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

2. Sample Characteristics

Table A2.1

Age of Sample

	Middle Migrant %	Middle Migrant	Non- %
12 years or younger	65	78	
13 years old	35	21	
14 years old	0	1	
15 years old	0	0	
16 years old	0	0	
17 years old	0	0	
18 years or older	0	0	

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

Table A2.2

Gender of Sample

	Middle Migrant %	Middle Migrant	Non- %
Male	43	47	
Female	58	53	

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

Table A2.3

Ethnic/Racial Characteristics of Sample

	Middle Migrant %	Middle Migrant	Non- %
American Indian or Alaska Native	3	6	
Native Hawaiian or Pacific Islander	3	1	
Asian	0	3	
Black or African American (non-Hispanic)	3	8	
Hispanic or Latino/Latina	90	74	
White or Caucasian (non-Hispanic)	5	16	
Other	10	9	
Selected more than one	13	16	

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

A home with both parents
A home with only one parent
Other relative's home
A home with more than one family
Friend's home
Foster home, group care, or waiting placement
Hotel or motel
Migrant housing
Shelter
On the street (no fixed housing), car campground
Other transitional or temporary housing
Other living arrangements

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 Migrant	Non- %
Mostly A's	10	16	
A's and B's	26	31	
Mostly B's	15	8	
B's and C's	23	21	
Mostly C's	5	7	
C's and D's	15	10	
Mostly D's	0	3	
Mostly F's	5	3	

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 %
0 times	79	77
1-2 times	10	14
A few times	10	5
Once a month	0	1
Once a week	0	1
More than once a week	0	3

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	50	62
1 day	17	20
2 days	17	10
3 days	10	5
4 days	7	3
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 %
Yes	100	0
No	0	100
Don't know	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		
	H	M	L	H	M	L
School Environment						
Total	30	58	13	38	49	13
Caring Adult Relationships	40	55	5	41	46	14
High Expectations	55	38	8	59	34	7
Opportunities for Meaningful Participation	18	50	33	10	57	33
Community Environment						
Total	55	40	5	58	33	9
Caring Adult Relationships	65	28	8	67	25	8
High Expectations	63	33	5	70	22	8
Opportunities for Meaningful Participation	35	50	15	37	40	23
School Connectedness Scale	38	48	15	47	43	10

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		
	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 A3.3

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		
	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 (%)	Middle Migrant			Middle 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 (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		
	H	M	L	H	M	L
School Environment Total				42	36	21
Caring Adult Relationships				42	36	21
High Expectations				55	33	12
Opportunities for Meaningful Participation				9	64	27
Community Environment Total				61	39	0
Caring Adult Relationships				67	27	6
High Expectations				70	24	6
Opportunities for Meaningful Participation				33	58	9
School Connectedness Scale				33	58	9

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		
	H	M	L	H	M	L
School Environment						
Total	28	58	14	36	52	12
Caring Adult Relationships	39	56	6	38	48	14
High Expectations	56	36	8	57	36	7
Opportunities for Meaningful Participation	17	47	36	9	56	35
Community Environment						
Total	56	39	6	55	36	10
Caring Adult Relationships	67	25	8	65	28	8
High Expectations	64	31	6	68	23	10
Opportunities for Meaningful Participation	36	47	17	35	39	26
School Connectedness Scale	42	50	8	48	41	12

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		
	H	M	L	H	M	L
School Environment						
Total				33	56	11
Caring Adult Relationships				41	43	16
High Expectations				54	40	6
Opportunities for Meaningful Participation				13	51	37
Community Environment						
Total				64	26	10
Caring Adult Relationships				67	23	10
High Expectations				68	23	10
Opportunities for Meaningful Participation				34	43	23
School Connectedness Scale				37	56	8

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		
	H	M	L	H	M	L
School Environment						
Total				34	49	17
Caring Adult Relationships				37	43	20
High Expectations				60	26	14
Opportunities for Meaningful Participation				8	72	19
Community Environment						
Total				65	24	12
Caring Adult Relationships				71	15	15
High Expectations				71	24	6
Opportunities for Meaningful Participation				51	34	14
School Connectedness Scale				50	44	6

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		
	H	M	L	H	M	L
School Environment						
Total				32	56	13
Caring Adult Relationships				36	48	16
High Expectations				52	40	8
Opportunities for Meaningful Participation				9	63	28
Community Environment						
Total				61	31	8
Caring Adult Relationships				68	23	10
High Expectations				68	21	11
Opportunities for Meaningful Participation				44	37	19
School Connectedness Scale				36	50	14

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					28			
Caring Adult Relationships					39			
High Expectations					56			
Opportunities for Meaningful Participation					17			
Community Environment								
Total					56			
Caring Adult Relationships					67			
High Expectations					64			
Opportunities for Meaningful Participation					36			
School Connectedness Scale					42			

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				42	36	33	34	32
Caring Adult Relationships				42	38	41	37	36
High Expectations				55	57	54	60	52
Opportunities for Meaningful Participation				9	9	13	8	9
Community Environment								
Total				61	55	64	65	61
Caring Adult Relationships				67	65	67	71	68
High Expectations				70	68	68	71	68
Opportunities for Meaningful Participation				33	35	34	51	44
School Connectedness Scale				33	48	37	50	36

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								
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 A3.11
School Connectedness Scale Questions

	Middle Migrant %	Middle Migrant	Non- %
I feel close to people in this school			
Strongly Disagree	10	5	
Disagree	3	6	
Neither Agree Nor Disagree	36	21	
Agree	36	49	
Strongly Agree	15	19	
I am happy to be at this school			
Strongly Disagree	13	7	
Disagree	3	4	
Neither Agree Nor Disagree	15	20	
Agree	40	41	
Strongly Agree	30	27	
I feel like I am part of this school			
Strongly Disagree	13	7	
Disagree	15	11	
Neither Agree Nor Disagree	30	24	
Agree	25	38	
Strongly Agree	18	20	
Teachers at this school treat students fairly			
Strongly Disagree	5	9	
Disagree	13	16	
Neither Agree Nor Disagree	25	27	
Agree	38	33	
Strongly Agree	20	15	
I feel safe in my school			
Strongly Disagree	5	9	
Disagree	8	9	
Neither Agree Nor Disagree	23	24	
Agree	41	35	
Strongly Agree	23	22	

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 Migrant	Non- %
who really cares about me (Caring Relationships)			
Not At All True	10	11	
A Little True	33	29	
Pretty Much True	33	29	
Very Much True	25	30	
who tells me when I do a good job (High Expectations)			
Not At All True	15	7	
A Little True	13	20	
Pretty Much True	36	31	
Very Much True	36	42	
who notices when I am not there (CR)			
Not At All True	5	16	
A Little True	23	20	
Pretty Much True	36	27	
Very Much True	36	38	
who always wants me to do my best (HE)			
Not At All True	5	7	
A Little True	15	9	
Pretty Much True	21	22	
Very Much True	59	62	
who listens when I have something to say (CR)			
Not At All True	5	12	
A Little True	33	18	
Pretty Much True	21	31	
Very Much True	41	39	
who believes that I will be a success (HE)			
Not At All True	10	11	
A Little True	8	12	
Pretty Much True	28	24	
Very Much True	54	53	

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 Migrant	Non- %
I do interesting activities at school (Opportunites for Meaningful Participation)			
Not At All True	23	16	
A Little True	21	26	
Pretty Much True	21	26	
Very Much True	36	32	
I help decide things like class rules or activities (OMP)			
Not At All True	53	56	
A Little True	20	25	
Pretty Much True	13	13	
Very Much True	15	6	
I do things that make a difference at school (OMP)			
Not At All True	36	33	
A Little True	31	31	
Pretty Much True	18	21	
Very Much True	15	15	

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 Migrant	Non- %
who really cares about me (CR)			
Not At All True	5	8	
A Little True	5	11	
Pretty Much True	20	12	
Very Much True	70	70	
who tells me when I do a good job (HE)			
Not At All True	10	9	
A Little True	18	15	
Pretty Much True	28	21	
Very Much True	44	56	

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 Migrant	Non- %
who notices when I am upset about something (CR)			
Not At All True	18	12	
A Little True	13	13	
Pretty Much True	13	24	
Very Much True	58	50	
who believes that I will be a success (HE)			
Not At All True	5	9	
A Little True	13	12	
Pretty Much True	20	17	
Very Much True	63	62	
who always wants me to do my best (HE)			
Not At All True	8	6	
A Little True	8	9	
Pretty Much True	20	17	
Very Much True	65	68	
whom I trust (CR)			
Not At All True	8	8	
A Little True	8	10	
Pretty Much True	20	19	
Very Much True	65	63	

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 Migrant	Non- %
I am part of clubs, sports teams, church/temple or other group activities (OMP)			
Not At All True	28	36	
A Little True	13	11	
Pretty Much True	13	13	
Very Much True	48	40	
I am involved in music, art, literature, sports or a hobby (OMP)			
Not At All True	33	30	
A Little True	20	11	
Pretty Much True	10	13	
Very Much True	38	47	
I help other people (OMP)			
Not At All True	15	17	
A Little True	30	25	
Pretty Much True	28	28	
Very Much True	28	29	

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 Migrant	Non- %
Alcohol (one full drink)			
0 times	68	70	
1 time	15	9	
2 to 3 times	13	12	
4 or more times	5	9	
Marijuana			
0 times	92	87	
1 time	8	6	
2 to 3 times	0	2	
4 or more times	0	4	
Inhalants (to get high)			
0 times	75	84	
1 time	15	7	
2 to 3 times	8	5	
4 or more times	3	4	
Cocaine			
0 times	na	na	
1 time	na	na	
2 to 3 times	na	na	
4 or more times	na	na	
Methamphetamine or any amphetamines			
0 times	na	na	
1 time	na	na	
2 to 3 times	na	na	
4 or more times	na	na	

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 Migrant	Non- %
LSD or other psychedelics			
0 times	na	na	
1 time	na	na	
2 to 3 times	na	na	
4 or more times	na	na	
Ecstasy			
0 times	na	na	
1 time	na	na	
2 to 3 times	na	na	
4 or more times	na	na	
Heroin			
0 times	na	na	
1 time	na	na	
2 to 3 times	na	na	
4 or more times	na	na	
Other illegal drug or pill			
0 times	95	94	
1 time	3	3	
2 to 3 times	3	2	
4 or more times	0	2	
Any of the above AOD Use	38	34	
Prescription pain killers			
0 times	na	na	
1 time	na	na	
2 to 3 times	na	na	
4 or more times	na	na	

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 Migrant	Non- %
Barbiturates			
0 times	na	na	
1 time	na	na	
2 to 3 times	na	na	
4 or more times	na	na	
Tranquilizers or sedatives			
0 times	na	na	
1 time	na	na	
2 to 3 times	na	na	
4 or more times	na	na	
Cold/Cough Medicines			
0 times	na	na	
1 time	na	na	
2 to 3 times	na	na	
4 or more times	na	na	
Diet Pills			
0 times	na	na	
1 time	na	na	
2 to 3 times	na	na	
4 or more times	na	na	
Ritalin™ or Adderall™			
0 times	na	na	
1 time	na	na	
2 to 3 times	na	na	
4 or more times	na	na	

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 Migrant	Non- %
Alcohol (one full drink)			
Never	58	66	
10 or under	21	15	
11 -12 years old	18	18	
13-14 years old	3	1	
15-16 years old	0	0	
17 years or older	0	0	
Marijuana			
Never	97	90	
10 or under	3	2	
11 -12 years old	0	7	
13-14 years old	0	0	
15-16 years old	0	0	
17 years or older	0	0	
Other illegal drug			
Never	95	94	
10 or under	3	2	
11 -12 years old	3	3	
13-14 years old	0	1	
15-16 years old	0	0	
17 years or older	0	0	

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

Table A4.3

Current AOD Use, Past 30 Days

	Middle Migrant %	Middle Migrant	Non- %
Alcohol (at least one drink)	20	18	
Marijuana	5	9	
Inhalants	10	7	
Cocaine	na	na	
Methamphetamine or any amphetamines	na	na	
Ecstasy, LSD or other psychedelics	na	na	
Other illegal drug or pill	3	3	
Any of the above AOD Use	25	23	
Two or more drugs at the same time	na	na	

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 Migrant	Non- %
Alcohol			
None	80	82	
1 or 2 days	15	13	
3 to 9 days	0	2	
10 to 19 days	3	0	
20 or more days (daily)	3	2	
Marijuana			
None	95	91	
1 or 2 days	5	5	
3 to 9 days	0	2	
10 to 19 days	0	1	
20 or more days (daily)	0	1	

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 Migrant	Non- %
0 times	88	84	
1 to 2 times	13	13	
3 to 6 times	0	2	
7 or more times	0	0	

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 Migrant	Non- %
0 times	93	89	
1 to 2 times	8	6	
3 to 6 times	0	2	
7 or more times	0	3	

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 Migrant	Non- %
0 days	88	93	
1 to 2 days	10	6	
3 or more days	3	1	

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 Migrant	Non- %
Don't drink alcohol	69	65	
Just a sip or two	18	20	
Enough to feel it a little	5	9	
Enough to feel it a lot	3	3	
Until really drunk	5	2	

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

Table A4.9

Usual Level of Highness When Using Drugs

Don't use drugs
Not high at all
A little high
Moderately high
Very high

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)

Never
Any
1 time
2 times
3 to 6 times
7 or more times

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	*31*	*52*	
Any	*69*	*48*	
1 time	21	13	
2 times	18	9	
3 to 6 times	10	9	
7 or more times	21	16	

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 Migrant	Non- %
Alcohol			
0 days	95	92	
1 to 2 days	5	7	
3 or more days	0	2	
Marijuana			
0 days	97	95	
1 to 2 days	3	4	
3 or more days	0	1	
Any illegal drug or pill			
0 days	95	96	
1 to 2 days	5	3	
3 or more days	0	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 Migrant	Non- %
0 times	95	95	
1 to 2 times	3	3	
3 to 6 times	3	1	
7 or more times	0	1	

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 Migrant	Non- %
Alcohol - Drink Occasionally			
Great	31	32	
Moderate	33	31	
Slight	10	20	
None	26	16	
Alcohol - 5 or more drinks once or twice a week			
Great	49	49	
Moderate	21	20	
Slight	3	12	
None	28	19	

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 Migrant	Non- %
Marijuana - Smoke Occasionally			
Great	50	53	
Moderate	20	20	
Slight	3	8	
None	28	19	
Marijuana - Smoke once or twice a week			
Great	50	54	
Moderate	16	17	
Slight	11	8	
None	24	21	

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 Migrant	Non- %
Alcohol - One or two drinks nearly every day			
Neither approve or disapprove	13	21	
Somewhat disapprove	25	15	
Strongly disapprove	63	64	
Marijuana or Hashish - Once or twice			
Neither approve or disapprove	10	22	
Somewhat disapprove	26	12	
Strongly disapprove	64	66	
Marijuana - Once a month or more			
Neither approve or disapprove	13	22	
Somewhat disapprove	21	14	
Strongly disapprove	67	64	

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 Migrant	Non- %
None of them	44	41	
10 percent	36	23	
20 percent	3	9	
30 percent	5	8	
40 percent	3	4	
50 percent	10	8	
60 percent	0	2	
70 percent	0	2	
80 percent	0	1	
90 percent	0	1	
All of them	0	2	

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

Does not apply, never used alcohol/drugs
Problems with emotions, nerves, mental health
Trouble or problems with the police
Money problems
Get into trouble in school
Problems with school work
Fight with other kids
Damage a friendship
Physically hurt or injure yourself
Unwanted or unprotected sex
Forget what happened or pass out
Other problems
More than one problem
Never had problems when I've used alcohol/drugs

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

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

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 Migrant	Non- %
Alcohol			
Very difficult	10	16	
Fairly difficult	15	13	
Fairly easy	13	14	
Very easy	21	20	
Don't know	41	38	
Marijuana			
Very difficult	18	23	
Fairly difficult	16	10	
Fairly easy	5	10	
Very easy	16	15	
Don't know	45	42	

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 Migrant	Non- %
0 times	85	83	
1 time	10	9	
2 to 3 times	5	3	
4 or more times	0	5	

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 Migrant	Non- %
No	28	36	
Yes	72	64	

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 Migrant	Non- %
No	18	19	
Yes	82	81	

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 Migrant	Non- %
A cigarette, even one or two puffs			
0 times	77	82	
1 time	8	9	
2 to 3 times	10	6	
4 or more times	5	3	
A whole cigarette			
0 times	90	91	
1 time	3	4	
2 to 3 times	5	4	
4 or more times	3	2	
Smokeless tobacco			
0 times	93	96	
1 time	3	2	
2 to 3 times	3	1	
4 or more times	3	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 Migrant	Non- %
Smoked part or all of a cigarette			
Never	77	85	
10 or under	10	7	
11 -12 years old	13	8	
13-14 years old	0	0	
15-16 years old	0	0	
17 years or older	0	0	
Smokeless Tobacco			
Never	95	94	
10 or under	3	3	
11 -12 years old	3	3	
13-14 years old	0	0	
15-16 years old	0	0	
17 years or older	0	0	

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

Table A5.3

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

	Middle Migrant %	Middle Migrant	Non- %
Cigarettes			
Any	8	7	
Daily	0	1	
Smokeless Tobacco			
Any	5	3	
Daily	0	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 %
None	*92*	*96*
Any	*8*	*4*
1 or 2 days	8	3
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

	Middle Migrant %	Middle Non-Migrant %
Neither approve or disapprove	16	19
Somewhat disapprove	24	12
Strongly disapprove	59	68

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 %
Neither approve or disapprove	18	16
Somewhat disapprove	18	18
Strongly disapprove	65	66

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 Migrant	Non- %
Smoking Occasionally			
Great	33	38	
Moderate	26	28	
Slight	13	15	
None	28	19	
Smoking 1-2 packs of cigarette a day			
Great	63	66	
Moderate	3	9	
Slight	8	5	
None	28	20	

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 Migrant	Non- %
Very difficult	10	14	
Fairly difficult	18	12	
Fairly easy	10	18	
Very easy	18	15	
Don't know	44	42	

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- %
None of them	48	40	
10 percent	35	25	
20 percent	5	10	
30 percent	0	8	
40 percent	5	4	
50 percent	3	10	
60 percent	3	1	
70 percent	3	0	
80 percent	0	0	
90 percent	0	0	
All of them	0	1	

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- %
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 Migrant	Non- %
Had mean rumors/lies spread about you			
0 times	45	59	
1 time	33	18	
2 to 3 times	10	13	
4 or more times	13	10	
Had sexual jokes/comments/gestures made to you			
0 times	63	58	
1 time	13	12	
2 to 3 times	5	12	
4 or more times	20	18	
Been made fun of because of your looks/way talk			
0 times	46	59	
1 time	18	16	
2 to 3 times	15	10	
4 or more times	21	16	

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 Migrant	Non- %
Been pushed, shoved, hit, etc.			
0 times	48	58	
1 time	18	19	
2 to 3 times	20	13	
4 or more times	15	11	
Been afraid of being beaten up			
0 times	60	79	
1 time	15	9	
2 to 3 times	10	6	
4 or more times	15	6	
Been in physical fight			
0 times	73	74	
1 time	13	12	
2 to 3 times	5	7	
4 or more times	10	7	

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 Migrant	Non- %
Had property stolen/damaged			
0 times	69	68	
1 time	21	17	
2 to 3 times	5	9	
4 or more times	5	7	
Damaged school property on purpose			
0 times	80	84	
1 time	8	10	
2 to 3 times	5	2	
4 or more times	8	4	

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

Table A6.4

Weapons Possession on School Property, Past 12 Months

	Middle Migrant %	Middle Migrant	Non- %
Carried a gun			
0 times	93	95	
1 time	5	2	
2 or more times	3	4	
Carried any other weapon			
0 times	85	86	
1 time	8	5	
2 or more times	8	9	

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 Migrant	Non- %
Seen someone with a weapon			
0 times	49	60	
1 time	26	22	
2 or more times	26	18	
Been threatened/injured with a weapon			
0 times	93	87	
1 time	8	6	
2 or more times	0	6	

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 Migrant	Non- %
Neither approve or disapprove	13	20	
Somewhat disapprove	10	11	
Strongly disapprove	78	69	

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 Migrant	Non- %
Race, Ethnicity, or National Origin			
0 times	80	79	
1 time	15	9	
2 or more times	5	12	
Religion			
0 times	88	90	
1 time	8	6	
2 or more times	5	4	
Gender			
0 times	93	91	
1 time	5	6	
2 or more times	3	4	
Sexual Orientation *			
0 times	98	89	
1 time	0	5	
2 or more times	3	5	
Physical/Mental Disability			
0 times	98	93	
1 time	3	5	
2 or more times	0	3	
Any of the Above Five Hate-Crime Reasons	28	33	
Any Other Reason			
0 times	75	75	
1 time	8	10	
2 or more times	18	15	
Any Harassment	40	40	

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 Migrant	Non- %
No	95	93	
Yes	5	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 Migrant	Non- %
Does not apply, didn't have a boy/girlfriend	38	42	
No	62	53	
Yes	0	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 Migrant	Non- %
Very safe	18	20	
Safe	36	38	
Neither safe nor unsafe	38	31	
Unsafe	5	4	
Very unsafe	3	6	

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 Migrant	Non- %
0 times (never)	79	83	
1 time	18	9	
2-3 times	0	5	
4 or more times	3	3	

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- %
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- %
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 Migrant	Non- %
No	40	30	
Yes	60	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 Migrant	Non- %
No	62	72	
Yes	38	28	

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

No
Yes

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