California Healthy Kids Survey

Hughson Unified
2010-2011
Migrant Education Report

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

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PREFACE

This report provides the detailed results for each question from this school/district's 2010–11 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic and comparing the results of students in the migrant education program (MEP) with all other students. To help in understanding and interpreting these results, the *CHKS Guidebook* to survey content discusses the significance of each question. Several other tools to help in data use are also available, as described below.[1]

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

The results of this student survey should be compared to those obtained from school staff and parent surveys. It is important to determine how consistent MEP staff perceptions are to student self-report of their behaviors and experiences. The *CHKS Survey Content Guidebook* provides a crosswalk between student and staff survey questions to facilitate this comparison. Combined, the CHKS and CSCS provide a comprehensive assessment of the school climate and the needs of students and staff, to guide school improvement efforts.

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

SURVEY PURPOSE

The California Department of Education (CDE) funded the CHKS in 1997 to provide data that would assist schools in (1) preventing youth health-risk behaviors and other barriers to academic achievement; (2) promoting positive youth development, resilience, and well-being; and (3) fostering positive school climates and engagement in learning. A thorough understanding of the scope and nature of youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and to develop effective prevention, health, and youth development programs. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for both students and staff.

SURVEY CONTENT OVERVIEW

The CHKS consists of a required general Core Module and a series of optional supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table A1.1 indicates the modules administered by the district. The Core Module consists of a broad range of key questions, identified by an expert advisory committee, that are considered most important for schools to administer to guide

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

improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being.[2] The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health).

School-Related Content

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

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

Closing the Achievement Gap

Several tables are particularly useful for helping districts identify and address student needs related to closing the state's persistent racial/ethnic achievement gap, which former Superintendent O'Connell declared CDE's top priority. On the CHKS, students are asked to indicate their racial/ethnic identity and to report whether they have experienced harassment because of their race/ethnicity. Summary tables also provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories. A supplementary module is available that assesses student attitudes and experiences related to equity, diversity, cultural sensitivity, and respect. CDE urges schools that are experiencing achievement gaps among their students to administer this module and request supplementary reports disaggregating all their CHKS results by the race/ethnicity of students.

SURVEY ADMINISTRATION AND SAMPLING

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

THE REPORT

The tables in this Main Report, organized by topic, provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive

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

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

AIDS TO UNDERSTANDING AND USING THE DATA

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

- To help in understanding and interpreting these results, the CHKS *Survey Content Guidebook* provides a detailed explanation of each question and its significance (why it was asked) and the potential implications of the results for programs.
- The CHKS *Data Use and Dissemination Guidebook* describes a step-by-step process for reviewing, analyzing, and disseminating survey results as part of a data-driven decision-making process for program improvement. Free call-in data use workshops are offered as well.
- A *Workbook on Improving School Climate and Closing the Achievement Gap* provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy.[3]

ASSESSING THE DATA

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

Representativeness

Among the most important factors affecting the quality of survey results is the level of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the district's student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Surveys

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase after holidays or social events).

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

Comparison Data

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

NEXT STEPS

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

Compare with Other Data Sources

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

Discuss with Students and Staff

Discuss the results with both students and staff to explore the meaning of the results in more depth and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to students that you value their input into how to improve the school and gives them an opportunity for meaningful participation. As such, it helps improve their perceptions of the developmental supports and opportunities that the school offers and their school connectedness. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, with staff observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

ACKNOWLEDGMENTS

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

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Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

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

Table A1.2

Student Sample Characteristics

	High Migrant	High Non-Migrant
Student Sample Size		
Final Number	31	281

2. Sample Characteristics

Table A2.1

Age of Sample

	High Migrant %	High Non-Migrant %
12 years or younger	0	0
13 years old	0	0
14 years old	23	29
15 years old	29	24
16 years old	29	26
17 years old	19	21
18 years or older	0	0

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

Table A2.2

Gender of Sample

	High Migrant %	High Non-Migrant %
Male	35	49
Female	65	51

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

Table A2.3

Hispanic or Latino

	High Migrant %	High Non-Migrant %
No	10	58
Yes	90	42

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

Table A2.4

Race

	High Migrant %	High Non-Migrant %
American Indian or Alaska Native	16	3
Asian	0	2
Black or African American	12	3
Native Hawaiian or Pacific Islander	0	0
White	24	55
Mixed (two or more) races	48	36

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

Table A2.5

Living Situation

	High Migrant %	High Non-Migrant %
A home with both parents	84	72
A home with only one parent	10	23
Other relative's home	0	2
A home with more than one family	3	1
Friend's home	0	0
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Migrant housing	0	0
Shelter	0	0
On the street (no fixed housing), car campground	3	0
Other transitional or temporary housing	0	0
Other living arrangements	0	2

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

Table A2.6

Grades, Past 12 Months

	High Migrant %	High Non-Migrant %
Mostly A's	19	20
A's and B's	29	25
Mostly B's	10	9
B's and C's	19	27
Mostly C's	16	7
C's and D's	6	7
Mostly D's	0	4
Mostly F's	0	1

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

Table A2.7

Truancy, Past 12 Months

	High Migrant %	High Non-Migrant %
0 times	65	65
1-2 times	16	16
A few times	6	10
Once a month	3	3
Once a week	6	3
More than once a week	3	2

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

Table A2.8

Days Home Alone During Normal School Week

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

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

Table A2.9

Migrant Education

	High Migrant %	High Migrant	Non- %
Yes	100	0	
No	0	83	
Don't know	0	17	

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

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	High Migrant			High Non-Migrant		
	H	M	L	H	M	L
School Environment						
Total	20	53	27	36	46	17
Caring Adult Relationships	29	39	32	32	0	14
High Expectations	35	55	10	47	43	9
Opportunities for Meaningful Participation	10	47	43	19	48	33
Community Environment						
Total	61	32	6	72	24	4
Caring Adult Relationships	58	32	10	69	25	6
High Expectations	65	32	3	70	24	6
Opportunities for Meaningful Participation	26	55	19	51	39	9
School Connectedness Scale	32	55	13	44	41	15

Table A3.2

Summary Table - Hispanic or Latino

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	High Migrant			High Non-Migrant		
	H	M	L	H	M	L
School Environment						
Total	22	52	26	28	53	19
Caring Adult Relationships	32	39	29	26	59	15
High Expectations	36	57	7	41	51	8
Opportunities for Meaningful Participation	11	44	44	14	49	38
Community Environment						
Total	61	36	4	69	28	3
Caring Adult Relationships	57	36	7	71	25	4
High Expectations	64	36	0	74	21	5
Opportunities for Meaningful Participation	29	54	18	42	41	17
School Connectedness Scale	36	57	7	43	42	15

Table A3.3

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

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

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

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

Table A3.5

Summary Table - Black or African American

Cells are empty if there are less than 25 respondents

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

Table A3.6

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

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

Table A3.7

Summary Table - White

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	High Migrant			High Non-Migrant		
	H	M	L	H	M	L
School Environment Total				41	42	17
Caring Adult Relationships				37	47	16
High Expectations				51	38	11
Opportunities for Meaningful Participation				20	50	30
Community Environment Total				73	21	6
Caring Adult Relationships				66	26	7
High Expectations				69	25	6
Opportunities for Meaningful Participation				57	40	4
School Connectedness Scale				48	41	11

Table A3.8

Summary Table - Mixed (two or more) races

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	High Migrant			High Non-Migrant		
	H	M	L	H	M	L
School Environment						
Total				35	53	12
Caring Adult Relationships				31	60	9
High Expectations				46	48	7
Opportunities for Meaningful Participation				18	54	28
Community Environment						
Total				73	25	2
Caring Adult Relationships				69	26	5
High Expectations				71	24	5
Opportunities for Meaningful Participation				45	43	12
School Connectedness Scale				42	39	18

Table A3.9.1

Summary Table - Middle Migrant by race/ethnicity

Cells are empty if there are less than 25 respondents

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

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

Table A3.9.2

Summary Table - Middle Non-Migrant by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Middle Non-Migrant						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment Total	27					36	24
Caring Adult Relationships	25					39	29
High Expectations	54					62	46
Opportunities for Meaningful Participation	8					3	7
Community Environment Total	67					82	61
Caring Adult Relationships	71					76	68
High Expectations	67					74	71
Opportunities for Meaningful Participation	44					65	46
School Connectedness Scale	37					32	46

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

Table A3.9.3

Summary Table - High Migrant by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	High Migrant						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment							
Total	22						
Caring Adult Relationships	32						
High Expectations	36						
Opportunities for Meaningful Participation	11						
Community Environment							
Total	61						
Caring Adult Relationships	57						
High Expectations	64						
Opportunities for Meaningful Participation	29						
School Connectedness Scale	36						

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

Table A3.9.4

Summary Table - High Non-Migrant by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	High Non-Migrant						
	H/L	AI/AN	A	AA	NH/PI	W	M
School Environment							
Total	28					41	35
Caring Adult Relationships	26					37	31
High Expectations	41					51	46
Opportunities for Meaningful Participation	14					20	18
Community Environment							
Total	69					73	73
Caring Adult Relationships	71					66	69
High Expectations	74					69	71
Opportunities for Meaningful Participation	42					57	45
School Connectedness Scale	43						42

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

Table A3.10
School Connectedness Scale Questions

	High Migrant %	High Migrant	Non- %
I feel close to people in this school.			
Strongly Disagree	3	7	
Disagree	7	7	
Neither Agree Nor Disagree	10	21	
Agree	70	42	
Strongly Agree	10	23	
I am happy to be at this school.			
Strongly Disagree	6	10	
Disagree	6	10	
Neither Agree Nor Disagree	29	27	
Agree	39	34	
Strongly Agree	19	18	
I feel like I am part of this school.			
Strongly Disagree	10	9	
Disagree	6	10	
Neither Agree Nor Disagree	35	24	
Agree	35	43	
Strongly Agree	13	15	
Teachers at this school treat students fairly.			
Strongly Disagree	10	10	
Disagree	10	13	
Neither Agree Nor Disagree	26	30	
Agree	45	39	
Strongly Agree	10	9	
I feel safe in my school.			
Strongly Disagree	13	7	
Disagree	6	8	
Neither Agree Nor Disagree	16	25	
Agree	52	41	
Strongly Agree	13	19	

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

Table A3.11
School Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult…	High Migrant %	High Migrant	Non- %
Caring Relationships			
who really cares about me.			
Not At All True	26	13	
A Little True	26	27	
Pretty Much True	39	34	
Very Much True	10	26	
who notices when I am not there.			
Not At All True	23	12	
A Little True	35	27	
Pretty Much True	16	36	
Very Much True	26	25	
who listens when I have something to say.			
Not At All True	23	8	
A Little True	23	21	
Pretty Much True	26	38	
Very Much True	29	32	
High Expectations			
who tells me when I do a good job.			
Not At All True	6	8	
A Little True	29	18	
Pretty Much True	45	38	
Very Much True	19	36	
who always wants me to do my best.			
Not At All True	6	7	
A Little True	32	18	
Pretty Much True	13	32	
Very Much True	48	43	
who believes that I will be a success.			
Not At All True	7	8	
A Little True	40	23	
Pretty Much True	20	33	
Very Much True	33	36	

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

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

	High Migrant %	High Migrant	Non- %
Opportunites for Meaningful Participation			
I do interesting activities at school.			
Not At All True	26	15	
A Little True	23	27	
Pretty Much True	32	24	
Very Much True	19	33	
I help decide things like class rules or activities.			
Not At All True	57	49	
A Little True	27	25	
Pretty Much True	10	14	
Very Much True	7	12	
I do things that make a difference at school.			
Not At All True	33	28	
A Little True	37	32	
Pretty Much True	17	24	
Very Much True	13	17	

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

Table A3.12
Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult…	High Migrant %	High Migrant	Non- %
Caring Relationships			
who really cares about me.			
Not At All True	17	5	
A Little True	3	5	
Pretty Much True	20	20	
Very Much True	60	70	
who notices when I am upset about something.			
Not At All True	7	6	
A Little True	30	13	
Pretty Much True	10	27	
Very Much True	53	54	
whom I trust.			
Not At All True	13	6	
A Little True	10	10	
Pretty Much True	23	18	
Very Much True	53	67	
High Expectations			
who tells me when I do a good job.			
Not At All True	6	6	
A Little True	16	10	
Pretty Much True	29	23	
Very Much True	48	61	
who believes that I will be a success.			
Not At All True	7	6	
A Little True	17	8	
Pretty Much True	10	21	
Very Much True	67	65	
who always wants me to do my best.			
Not At All True	7	5	
A Little True	13	8	
Pretty Much True	17	18	
Very Much True	63	70	

Questions HS A25-30/MS 24-29: Outside of my home and school, there is an adult who…really cares about me, tells me when I do a good job... notices when I am upset about something…believes that I will be a success…always wants me to do my best…whom I trust.

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

	High Migrant %	High Migrant	Non- %
Opportunities for Meaningful Participation			
I am part of clubs, sports teams, church/temple or other group activities.			
Not At All True	29	18	
A Little True	13	15	
Pretty Much True	23	18	
Very Much True	35	49	
I am involved in music, art, literature, sports or a hobby.			
Not At All True	26	10	
A Little True	16	10	
Pretty Much True	26	23	
Very Much True	32	57	
I help other people.			
Not At All True	7	8	
A Little True	37	20	
Pretty Much True	37	39	
Very Much True	20	34	

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

4. Alcohol and Other Drug Use

Table A4.1

AOD Use, Lifetime

	High Migrant %	High Migrant	Non- %
Alcohol (one full drink)			
0 times	32	43	
1 time	13	8	
2 to 3 times	19	14	
4 or more times	35	35	
Marijuana			
0 times	71	73	
1 time	10	5	
2 to 3 times	3	5	
4 or more times	16	18	
Inhalants (to get high)			
0 times	84	95	
1 time	6	1	
2 to 3 times	0	3	
4 or more times	10	1	
Cocaine			
0 times	90	97	
1 time	0	0	
2 to 3 times	0	2	
4 or more times	10	1	
Methamphetamine or any amphetamine			
0 times	94	98	
1 time	0	0	
2 to 3 times	3	1	
4 or more times	3	1	

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

Table A4.1 - *Continued*

AOD Use, Lifetime

	High Migrant %	High Non-Migrant %
LSD or other psychedelics		
0 times	94	95
1 time	3	3
2 to 3 times	0	2
4 or more times	3	1
Ecstasy		
0 times	90	97
1 time	3	0
2 to 3 times	0	1
4 or more times	6	2
Heroin		
0 times	90	96
1 time	0	1
2 to 3 times	6	1
4 or more times	3	2
Other illegal drug or pill		
0 times	90	90
1 time	0	1
2 to 3 times	3	4
4 or more times	6	5
Any of the above AOD Use	68	58
Prescription pain killers		
0 times	84	86
1 time	3	4
2 to 3 times	3	4
4 or more times	10	6

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

Table A4.1 - *Continued*

AOD Use, Lifetime

	High Migrant %	High Migrant	Non- %
Barbiturates			
0 times	90	97	
1 time	6	1	
2 to 3 times	0	1	
4 or more times	3	1	
Tranquilizers or sedatives			
0 times	94	96	
1 time	0	1	
2 to 3 times	3	2	
4 or more times	3	2	
Cold/cough medicines			
0 times	68	82	
1 time	0	2	
2 to 3 times	10	5	
4 or more times	23	11	
Diet pills			
0 times	94	95	
1 time	0	1	
2 to 3 times	3	1	
4 or more times	3	3	
Ritalin™ or Adderall™			
0 times	94	96	
1 time	0	1	
2 to 3 times	3	1	
4 or more times	3	2	

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

Table A4.2

Age of Onset

	High Migrant %	High Migrant Non- %
Alcohol (one full drink)		
Never	32	41
10 or under	23	9
11 -12 years old	10	14
13-14 years old	29	21
15-16 years old	3	14
17 years or older	3	0
Marijuana		
Never	77	73
10 or under	3	1
11 -12 years old	3	5
13-14 years old	6	10
15-16 years old	6	10
17 years or older	3	0
Other illegal drug		
Never	87	87
10 or under	3	1
11 -12 years old	7	3
13-14 years old	3	5
15-16 years old	0	4
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

	High Migrant %	High Migrant	Non- %
Alcohol (at least one drink)	29	32	
Binge drinking (5 or more drinks in a row)	19	19	
Marijuana	19	15	
Inhalants	10	2	
Cocaine	10	1	
Methamphetamine or any amphetamine	6	1	
Ecstasy, LSD or other psychedelics	10	3	
Other illegal drug or pill	6	6	
Any drug use	19	17	
Heavy drug user	13	10	
Any of the above AOD Use	32	36	
Two or more of the above at the same time	10	6	

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

Table A4.4

Frequency of Current Alcohol and Marijuana Use, Past 30 days

	High Migrant %	High Migrant	Non- %
Alcohol			
None	71	68	
1 or 2 days	10	23	
3 to 9 days	10	8	
10 to 19 days	6	1	
20 or more days (daily)	3	1	
Marijuana			
None	81	85	
1 or 2 days	13	6	
3 to 9 days	0	3	
10 to 19 days	3	3	
20 or more days (daily)	3	4	

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

Table A4.5

Ever Very Drunk or Sick from Drinking Alcohol

	High Migrant %	High Migrant	Non- %
0 times	68	70	
1 to 2 times	10	15	
3 to 6 times	13	8	
7 or more times	10	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

	High Migrant %	High Migrant	Non- %
0 times	74	73	
1 to 2 times	6	8	
3 to 6 times	10	6	
7 or more times	10	13	

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

Table A4.7

Current Binge (Episodic Heavy) Drinking, Past 30 Days

	High Migrant %	High Migrant	Non- %
0 days	81	81	
1 to 2 days	3	11	
3 or more days	16	8	

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

Table A4.8

Desired Level of Alcohol Consumption, Drinking Style or Preference

	High Migrant %	High Migrant	Non- %
Don't drink alcohol	35	46	
Just a sip or two	32	15	
Enough to feel it a little	10	16	
Enough to feel it a lot	10	14	
Until really drunk	13	10	

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

Table A4.9

Usual Level of Highness When Using Drugs

	High Migrant %	High Migrant	Non- %
Don't use drugs	77	72	
Not high at all	0	3	
A little high	3	5	
Moderately high	6	11	
Very high	13	8	

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

Table A4.10

Ever Driven after Drinking (Respondent or by Friend)

	High Migrant %	High Migrant	Non- %
Never	*67*	*78*	
Any	*33*	*22*	
1 time	10	7	
2 times	7	7	
3 to 6 times	3	3	
7 or more times	13	4	

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

Table A4.11

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

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

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

Table A4.12

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

	High Migrant %	High Migrant	Non- %
Alcohol			
0 days	90	96	
1 to 2 days	6	3	
3 or more days	3	1	
Marijuana			
0 days	90	95	
1 to 2 days	6	1	
3 or more days	3	4	
Any illegal drug or pill			
0 days	97	96	
1 to 2 days	0	2	
3 or more days	3	3	
Any of the above	13	9	

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

Table A4.13

Ever Drunk or High on School Property

	High Migrant %	High Migrant	Non- %
0 times	81	85	
1 to 2 times	10	8	
3 to 6 times	3	0	
7 or more times	6	7	

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

Table A4.14

Perceived Harm of Frequent Alcohol Use

	High Migrant %	High Migrant	Non- %
Alcohol - Drink Occasionally			
Great	23	20	
Moderate	19	32	
Slight	32	32	
None	26	16	
Alcohol - 5 or more drinks once or twice a week			
Great	23	48	
Moderate	32	27	
Slight	16	13	
None	29	12	

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

Table A4.15

Perceived Harm of Frequent Marijuana Use

	High Migrant %	High Migrant	Non- %
Marijuana - Smoke Occasionally			
Great	26	42	
Moderate	23	24	
Slight	19	15	
None	32	19	
Marijuana - Smoke once or twice a week			
Great	32	56	
Moderate	23	15	
Slight	13	11	
None	32	18	

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

Table A4.16

Personal Disapproval of Using Alcohol

	High Migrant %	High Migrant	Non- %
Alcohol - One or two drinks nearly every day			
Neither approve or disapprove	26	30	
Somewhat disapprove	19	19	
Strongly disapprove	55	51	
Marijuana or Hashish - Once or twice			
Neither approve or disapprove	19	40	
Somewhat disapprove	16	17	
Strongly disapprove	65	43	
Marijuana - Once a month or more			
Neither approve or disapprove	26	38	
Somewhat disapprove	19	15	
Strongly disapprove	55	47	

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

Table A4.17

Student Perception of Percent of Marijuana Use Among Peers

	High Migrant %	High Migrant	Non- %
None of them	7	10	
10 percent	23	10	
20 percent	0	10	
30 percent	10	8	
40 percent	10	9	
50 percent	20	19	
60 percent	7	7	
70 percent	7	10	
80 percent	7	9	
90 percent	3	6	
All of them	7	2	

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

Table A4.18

Occurrence of Problems while Using Alcohol/Drugs

	High Migrant %	High Migrant	Non- %
Does not apply, never used alcohol/drugs	61	57	
Problems with emotions, nerves, mental health	10	8	
Trouble or problems with the police	6	5	
Money problems	6	1	
Miss school	0	1	
Problems with school work	3	4	
Fight with other kids	3	3	
Damage a friendship	3	4	
Physically hurt or injure yourself	0	2	
Unwanted or unprotected sex	3	2	
Forget what happened or pass out	3	7	
Other problems	3	3	
More than one problem	3	8	
Never had problems when I've used alcohol/drugs	19	26	

Question HS A.90: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark all that apply.)

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

Table A4.19

Occurrence of Experiences Related to Dependency while Using Alcohol/Drugs

	High Migrant %	High Migrant	Non- %
Does not apply, have not used alcohol or drugs	68	58	
Had to increase use to get same effect as before	13	8	
Spent a lot of time getting, using, or being "hung over" from using	3	2	
Used alcohol or drugs a lot more than intended	3	4	
Used alcohol or drugs when alone	3	8	
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	3	1	
Often didn't feel OK unless had something to drink or used a drug	0	1	
Thought about reducing or stopping	3	7	
Told yourself not going to use, but used anyway	3	5	
Spoke with someone about reducing or stopping use	3	3	
Attended counseling, program, or group to reduce/stop use	0	1	
More than one experience	6	8	
Use alcohol or drugs, but have not experienced any of these things	10	24	

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

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

Table A4.20

Perceived Difficulty of Obtaining Alcohol and Marijuana

	High Migrant %	High Migrant	Non- %
Alcohol			
Very difficult	7	6	
Fairly difficult	3	5	
Fairly easy	30	26	
Very easy	37	46	
Don't know	23	16	
Marijuana			
Very difficult	3	6	
Fairly difficult	10	5	
Fairly easy	23	23	
Very easy	37	44	
Don't know	27	23	

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

Table A4.21

Offered Illegal Drugs on School Property, Past 12 Months

	High Migrant %	High Migrant	Non- %
0 times	74	71	
1 time	6	11	
2 to 3 times	10	9	
4 or more times	10	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

	High Migrant %	High Migrant	Non- %
No	45	40	
Yes	55	60	

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

Table A4.23

Heard, Read or Watched any Messages about Not Using Alcohol, Tobacco or Drugs

	High Migrant %	High Migrant	Non- %
No	19	21	
Yes	81	79	

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

Table A4.24

Used Alcohol, Past 30 days

Cells are empty if there are less than 25 respondents.

	High Migrant %	High Migrant	Non- %
Hispanic or Latino	29	28	
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		33	
Mixed (two or more) races		34	

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

Table A4.25

Used Marijuana, Past 30 days

Cells are empty if there are less than 25 respondents.

	High Migrant %	High Migrant	Non- %
Hispanic or Latino	18	16	
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		12	
Mixed (two or more) races		15	

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

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	High Migrant %	High Migrant	Non- %
A cigarette, even one or two puffs			
0 times	na	na	
1 time	na	na	
2 to 3 times	na	na	
4 or more times	na	na	
A whole cigarette			
0 times	77	80	
1 time	3	5	
2 to 3 times	6	4	
4 or more times	13	11	
Smokeless tobacco			
0 times	94	82	
1 time	0	4	
2 to 3 times	3	4	
4 or more times	3	10	

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

Table A5.2

Age of Onset

	High Migrant %	High Migrant	Non- %
Smoked part or all of a cigarette			
Never	77	76	
10 or under	7	3	
11-12 years old	13	5	
13-14 years old	0	7	
15-16 years old	3	8	
17 years or older	0	1	
Smokeless tobacco			
Never	90	84	
10 or under	3	1	
11-12 years old	3	2	
13-14 years old	0	6	
15-16 years old	3	6	
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 or all of a cigarette….used smokeless tobacco or other tobacco products?

Table A5.3

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

	High Migrant %	High Migrant	Non- %
Cigarettes			
Any	10	9	
Daily	0	2	
Smokeless tobacco			
Any	10	5	
Daily	3	1	

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

Table A5.4

Current Smoking on School Property, Past 30 Days

	High Migrant %	High Migrant	Non- %
None	*87*	*96*	
Any	*13*	*4*	
1 or 2 days	10	2	
3 to 9 days	0	1	
10 to 19 days	0	0	
20 to 30 days	3	2	

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

Table A5.5

Personal Disapproval of Using Cigarettes

	High Migrant %	High Migrant	Non- %
Neither approve nor disapprove	13	27	
Somewhat disapprove	13	13	
Strongly disapprove	73	61	

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

Table A5.6

Peer Disapproval of Using Cigarettes

	High Migrant %	High Migrant	Non- %
Neither approve or disapprove	13	19	
Somewhat disapprove	23	17	
Strongly disapprove	65	64	

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

Table A5.7

Perceived Harm of Frequent Cigarette Smoking

	High Migrant %	High Migrant	Non- %
Smoking occasionally			
Great	29	33	
Moderate	19	35	
Slight	23	19	
None	29	13	
Smoking 1-2 packs of cigarettes a day			
Great	55	76	
Moderate	13	12	
Slight	6	3	
None	26	9	

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

Table A5.8

Perceived Difficulty of Obtaining Cigarettes

	High Migrant %	High Migrant	Non- %
Very difficult	3	5	
Fairly difficult	6	5	
Fairly easy	23	28	
Very easy	32	41	
Don't know	35	21	

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

Table A5.9

Estimated Prevalence of Peer Cigarette Smoking at Least Once a Month

	High Migrant %	High Migrant	Non- %
None of them	10	13	
10 percent	26	26	
20 percent	10	16	
30 percent	19	12	
40 percent	6	9	
50 percent	10	13	
60 percent	3	3	
70 percent	6	5	
80 percent	3	1	
90 percent	3	2	
All of them	3	0	

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

Table A5.10

Used Cigarettes, Past 30 days

Cells are empty if there are less than 25 respondents.

	High Migrant %	High Migrant	Non- %
Hispanic or Latino	11	6	
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		9	
Mixed (two or more) races		7	

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

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	High Migrant %	High Migrant	Non- %
Had mean rumors/lies spread about you			
0 times	65	62	
1 time	26	15	
2 to 3 times	6	12	
4 or more times	3	10	
Had sexual jokes/comments/gestures made to you			
0 times	61	55	
1 time	16	7	
2 to 3 times	10	14	
4 or more times	13	25	
Been made fun of because of your looks/way of talking			
0 times	65	66	
1 time	19	11	
2 to 3 times	3	10	
4 or more times	13	13	

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

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

	High Migrant %	High Migrant	Non- %
Been pushed, shoved, hit, etc.			
0 times	81	83	
1 time	10	7	
2 to 3 times	6	5	
4 or more times	3	4	
Been afraid of being beaten up			
0 times	81	91	
1 time	13	3	
2 to 3 times	6	3	
4 or more times	0	4	
Been in a physical fight			
0 times	81	86	
1 time	6	8	
2 to 3 times	6	3	
4 or more times	6	3	

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

Table A6.3

Property Damage on School Property, Past 12 Months

	High Migrant %	High Migrant	Non- %
Had property stolen/damaged			
0 times	81	75	
1 time	10	15	
2 to 3 times	6	6	
4 or more times	3	4	
Damaged school property on purpose			
0 times	77	91	
1 time	13	5	
2 to 3 times	3	3	
4 or more times	6	1	

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

Table A6.4

Weapons Possession on School Property, Past 12 Months

	High Migrant %	High Migrant	Non- %
Carried a gun			
0 times	84	97	
1 time	3	0	
2 or more times	13	3	
Carried any other weapon			
0 times	81	90	
1 time	10	4	
2 or more times	10	6	

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

Table A6.5

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

	High Migrant %	High Migrant	Non- %
Seen someone with a weapon			
0 times	70	70	
1 time	20	13	
2 or more times	10	17	
Been threatened/injured with a weapon			
0 times	94	94	
1 time	3	2	
2 or more times	3	3	

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

Table A6.6

Personal Disapproval of Weapon Possession

	High Migrant %	High Migrant	Non- %
Neither approve or disapprove	23	20	
Somewhat disapprove	16	10	
Strongly disapprove	61	70	

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

Table A6.7

Reason for Harassment on School Property, Past 12 Months

	High Migrant %	High Migrant Non- %
Race, Ethnicity, or National Origin		
0 times	81	86
1 time	3	5
2 or more times	16	9
Religion		
0 times	87	90
1 time	3	5
2 or more times	10	4
Gender		
0 times	87	91
1 time	10	3
2 or more times	3	6
Sexual Orientation *		
0 times	93	90
1 time	3	3
2 or more times	3	7
Physical/Mental Disability		
0 times	90	95
1 time	6	1
2 or more times	3	3
Any of the Above Five Hate-Crime Reasons	29	27
Any Other Reason		
0 times	87	81
1 time	7	6
2 or more times	7	13
Any Harassment	29	34

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

Table A6.8

Gang Involvement, Current

	High Migrant %	High Migrant	Non- %
No	87	94	
Yes	13	6	

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

Table A6.9

Physical Violence by Boyfriend/Girlfriend, Past 12 Months

	High Migrant %	High Migrant	Non- %
Does not apply, didn't have a boyfriend/girlfriend	48	41	
No	52	55	
Yes	0	4	

Question HS A.122/MS A.105:During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?

Table A6.10

Perceived Safety of School

	High Migrant %	High Migrant	Non- %
Very safe	19	20	
Safe	32	41	
Neither safe nor unsafe	32	32	
Unsafe	6	4	
Very unsafe	10	4	

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

Table A6.11

Cyber Bullying

	High Migrant %	High Migrant	Non- %
0 times (never)	84	78	
1 time	10	12	
2-3 times	0	7	
4 or more times	6	4	

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

Table A6.12

Harassment for Hate-Crime Reasons

Cells are empty if there are less than 25 respondents.

	High Migrant %	High Migrant	Non- %
Hispanic or Latino	32	31	
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		21	
Mixed (two or more) races		33	

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

Table A6.13

Harassment for Race, Ethnicity or National Origin

Cells are empty if there are less than 25 respondents.

	High Migrant %	High Migrant	Non- %
Hispanic or Latino	21	20	
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		9	
Mixed (two or more) races		20	

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

7. Physical and Mental Health

Table A7.1

Eating of Breakfast

	High Migrant %	High Migrant	Non- %
No	48	44	
Yes	52	56	

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

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

	High Migrant %	High Migrant	Non- %
No	68	66	
Yes	32	34	

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

Table A7.3

Seriously Considered Attempting Suicide, Past 12 Months

	High Migrant %	High Migrant	Non- %
No	93	84	
Yes	7	16	

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

Table A7.4

Gambling, Past 12 Months

	High Migrant %	High Migrant Non- %
Card or dice games		
Not at all	77	80
Less than once a month	13	11
1 to 3 times	3	6
Once a week or more	7	3
Personal skill games		
Not at all	77	79
Less than once a month	13	10
1 to 3 times	3	7
Once a week or more	6	4
Betting on sports		
Not at all	71	69
Less than once a month	16	18
1 to 3 times	6	9
Once a week or more	6	4
Lottery		
Not at all	77	87
Less than once a month	3	7
1 to 3 times	13	4
Once a week or more	6	3
Bet or gambled in any other way		
Not at all	77	78
Less than once a month	16	13
1 to 3 times	3	4
Once a week or more	3	5

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