California Healthy Kids Survey

Jurupa Unified
2009-2010
Migrant Education Report

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

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Recommended citation:
[District/COE Name]. *Results of the California Healthy Kids Survey, 2009-10: Migrant Education Report*. San Francisco: WestEd Health and Human Development Program for the California Department of Education.

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).

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

School Related Content

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

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

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

Closing the Achievement Gap

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

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

SURVEY ADMINISTRATION AND SAMPLING

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

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

THE REPORT

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

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

AIDS TO UNDERSTANDING AND USING THE DATA

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

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

ASSESSING THE DATA

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

Representativeness

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

NEXT STEPS

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

Compare with Other Data Sources

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

Discuss with Students and Staff

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

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

Conduct Additional Analyses of The Dataset

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

Add Questions to your Next CHKS

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

ACKNOWLEDGEMENTS

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

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Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

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

Table A1.2

Student Sample Characteristics

	Middle Migrant	Middle Non-Migrant	High Migrant	High Non-Migrant
Student Sample Size				
Final Number	28	497	54	1587

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

2. Sample Characteristics

Table A2.1

Age of Sample

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
12 years or younger	56	85	0	0
13 years old	41	14	2	2
14 years old	0	1	43	38
15 years old	4	0	11	9
16 years old	0	0	34	44
17 years old	0	0	8	7
18 years or older	0	0	2	0

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

Table A2.2

Gender of Sample

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Male	64	50	56	50
Female	36	50	44	50

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

Table A2.3

Ethnic/Racial Characteristics of Sample

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
American Indian or Alaska Native	11	3	6	2
Native Hawaiian or Pacific Islander	4	1	0	2
Asian	4	1	6	3
Black or African American (non-Hispanic)	15	4	15	6
Hispanic or Latino/Latina	63	78	72	71
White or Caucasian (non-Hispanic)	0	11	4	22
Other	4	10	4	5
Selected more than one	0	5	6	9

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

Table A2.4

Living Situation

	High Migrant %	High Non-Migrant %
A home with both parents	59	69
A home with only one parent	22	24
Other relative's home	4	4
A home with more than one family	4	4
Friend's home	4	0
Foster home, group care, or waiting placement	4	1
Hotel or motel	0	0
Migrant housing	0	0
Shelter	0	0
On the street (no fixed housing), car campground	6	0
Other transitional or temporary housing	0	0
Other living arrangements	0	1

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

Table A2.5

Grades, Past 12 Months

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Mostly A's	33	26	14	15
A's and B's	37	36	25	31
Mostly B's	11	7	14	8
B's and C's	15	20	25	24
Mostly C's	4	3	9	7
C's and D's	0	6	5	8
Mostly D's	0	1	2	2
Mostly F's	0	1	7	4

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

Table A2.6

Truancy, Past 12 Months

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
0 times	67	85	58	60
1-2 times	19	11	16	18
A few times	15	3	9	14
Once a month	0	0	2	2
Once a week	0	0	4	2
More than once a week	0	0	11	4

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

Table A2.7

Days Home Alone During Normal School Week

	Middle Migrant %	Middle Non-Migrant %
Never	62	71
1 day	10	17
2 days	19	7
3 days	10	4
4 days	0	1
5 days	0	0

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

Table A2.8

Migrant Education

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

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

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Middle Migrant			Middle Non-Migrant			High Migrant			High Non-Migrant		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total	27	58	15	34	57	9	21	60	19	32	51	17
Caring Adult Relationships	33	59	7	34	54	11	25	60	15	30	54	16
High Expectations	44	37	19	59	37	5	37	48	15	45	46	9
Opportunities for Meaningful Participation	7	82	11	13	58	30	15	57	28	18	46	36
Community Environment												
Total	46	46	8	58	33	10	63	27	10	59	30	11
Caring Adult Relationships	36	39	25	60	30	10	53	39	8	61	29	10
High Expectations	59	30	11	61	29	10	58	29	13	63	27	10
Opportunities for Meaningful Participation	22	63	15	39	45	16	39	43	19	40	38	22
School Connectedness Scale	52	22	26	57	37	6	28	43	28	41	47	12

Table A3.2

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Middle Migrant			Middle Non-Migrant			High Migrant			High Non-Migrant		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total										32	51	16
Caring Adult Relationships										29	50	21
High Expectations										39	45	16
Opportunities for Meaningful Participation										11	53	37
Community Environment												
Total										41	36	23
Caring Adult Relationships										38	33	28
High Expectations										44	31	26
Opportunities for Meaningful Participation										41	44	15
School Connectedness Scale										16	66	18

Table A3.3

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Middle Migrant			Middle Non-Migrant			High Migrant			High Non-Migrant		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total												
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			High Migrant			High Non-Migrant		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total										59	35	7
Caring Adult Relationships										54	35	11
High Expectations										68	26	6
Opportunities for Meaningful Participation										38	45	17
Community Environment												
Total										77	21	2
Caring Adult Relationships										77	19	4
High Expectations										79	13	9
Opportunities for Meaningful Participation										66	23	11
School Connectedness Scale										63	28	9

Table A3.5

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

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Middle Migrant			Middle Non-Migrant			High Migrant			High Non-Migrant		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total										41	46	12
Caring Adult Relationships										39	52	9
High Expectations										51	43	6
Opportunities for Meaningful Participation										22	48	29
Community Environment												
Total										73	21	6
Caring Adult Relationships										66	31	3
High Expectations										71	27	2
Opportunities for Meaningful Participation										49	36	14
School Connectedness Scale										44	43	13

Table A3.6

Summary Table - Hispanic or Latino/Latina

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Middle Migrant			Middle Non-Migrant			High Migrant			High Non-Migrant		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total				33	59	9	18	66	16	30	53	17
Caring Adult Relationships				33	55	11	24	61	16	29	55	16
High Expectations				60	36	4	36	51	13	44	47	9
Opportunities for Meaningful Participation				11	57	32	13	64	23	17	46	38
Community Environment												
Total				59	31	10	65	27	8	57	32	11
Caring Adult Relationships				63	27	11	59	35	5	60	30	10
High Expectations				63	26	11	62	27	11	62	28	10
Opportunities for Meaningful Participation				37	45	18	31	51	18	37	39	23
School Connectedness Scale				59	36	5	34	39	26	40	48	11

Table A3.7

Summary Table - White or Caucasian (non-Hispanic)

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Middle Migrant			Middle Non-Migrant			High Migrant			High Non-Migrant		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total				40	52	8				35	48	17
Caring Adult Relationships				37	57	6				34	52	15
High Expectations				67	27	6				48	44	8
Opportunities for Meaningful Participation				16	59	25				17	47	36
Community Environment												
Total				58	36	6				63	27	11
Caring Adult Relationships				54	40	6				62	27	11
High Expectations				60	34	6				66	23	11
Opportunities for Meaningful Participation				53	37	10				43	37	20
School Connectedness Scale				67	29	4				38	48	14

Table A3.8

Summary Table - Other Ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Middle Migrant			Middle Non-Migrant			High Migrant			High Non-Migrant		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total				38	47	15				30	49	20
Caring Adult Relationships				43	45	13				32	52	16
High Expectations				51	38	11				43	46	11
Opportunities for Meaningful Participation				21	54	25				14	46	40
Community Environment												
Total				63	28	9				54	31	15
Caring Adult Relationships				53	34	13				48	35	17
High Expectations				55	36	9				54	36	10
Opportunities for Meaningful Participation				51	38	11				33	40	27
School Connectedness Scale				50	40	10				33	45	21

Table A3.9

Summary Table - Selected More Than One Ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Middle Migrant			Middle Non-Migrant			High Migrant			High Non-Migrant		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total										40	46	14
Caring Adult Relationships										37	48	15
High Expectations										48	43	9
Opportunities for Meaningful Participation										21	46	33
Community Environment												
Total										58	32	9
Caring Adult Relationships										54	35	11
High Expectations										60	30	10
Opportunities for Meaningful Participation										41	41	18
School Connectedness Scale										35	51	13

Table A3.10.1

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

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

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

Table A3.10.2

Summary Table -9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Middle Non-Migrant							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment Total					33	40	38	
Caring Adult Relationships					33	37	43	
High Expectations					60	67	51	
Opportunities for Meaningful Participation					11	16	21	
Community Environment Total					59	58	63	
Caring Adult Relationships					63	54	53	
High Expectations					63	60	55	
Opportunities for Meaningful Participation					37	53	51	
School Connectedness Scale					59	67	50	

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					18			
Caring Adult Relationships					24			
High Expectations					36			
Opportunities for Meaningful Participation					13			
Community Environment								
Total					65			
Caring Adult Relationships					59			
High Expectations					62			
Opportunities for Meaningful Participation					31			
School Connectedness Scale					34			

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	32		59	41	30	35	30	40
Caring Adult Relationships	29		54	39	29	34	32	37
High Expectations	39		68	51	44	48	43	48
Opportunities for Meaningful Participation	11		38	22	17	17	14	21
Community Environment								
Total	41		77	73	57	63	54	58
Caring Adult Relationships	38		77	66	60	62	48	54
High Expectations	44		79	71	62	66	54	60
Opportunities for Meaningful Participation	41		66	49	37	43	33	41
School Connectedness Scale	16		63	44	40	38	33	35

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

Table A3.11
School Connectedness Scale Questions

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
I feel close to people in this school				
Strongly Disagree	18	3	15	7
Disagree	21	6	19	7
Neither Agree Nor Disagree	21	26	25	27
Agree	29	49	25	38
Strongly Agree	11	15	17	21
I am happy to be at this school				
Strongly Disagree	15	4	19	8
Disagree	7	3	8	7
Neither Agree Nor Disagree	11	13	30	25
Agree	41	44	26	38
Strongly Agree	26	35	17	21
I feel like I am part of this school				
Strongly Disagree	19	5	19	9
Disagree	7	7	11	9
Neither Agree Nor Disagree	7	26	28	33
Agree	33	43	30	33
Strongly Agree	33	19	11	16
Teachers at this school treat students fairly				
Strongly Disagree	15	5	17	10
Disagree	0	9	17	12
Neither Agree Nor Disagree	26	22	21	33
Agree	41	42	33	33
Strongly Agree	19	22	12	12
I feel safe in my school				
Strongly Disagree	22	4	21	10
Disagree	7	7	15	8
Neither Agree Nor Disagree	15	20	31	32
Agree	19	40	25	37
Strongly Agree	37	28	8	13

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

Table A3.12
School Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult…	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
who really cares about me (Caring Relationships)				
Not At All True	15	11	17	15
A Little True	15	34	38	29
Pretty Much True	42	33	23	33
Very Much True	27	23	23	23
who tells me when I do a good job (High Expectations)				
Not At All True	19	6	15	9
A Little True	26	19	25	20
Pretty Much True	19	35	36	39
Very Much True	37	40	25	33
who notices when I am not there (CR)				
Not At All True	20	12	21	15
A Little True	20	23	23	26
Pretty Much True	48	32	31	33
Very Much True	12	33	25	27
who always wants me to do my best (HE)				
Not At All True	16	4	10	7
A Little True	16	12	33	15
Pretty Much True	24	28	29	35
Very Much True	44	56	29	43
who listens when I have something to say (CR)				
Not At All True	14	11	17	10
A Little True	21	20	31	25
Pretty Much True	32	35	26	35
Very Much True	32	34	26	29
who believes that I will be a success (HE)				
Not At All True	19	7	13	10
A Little True	15	17	30	20
Pretty Much True	33	27	26	33
Very Much True	33	50	31	36

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

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
I do interesting activities at school (Opportunites for Meaningful Participation)				
Not At All True	18	11	31	18
A Little True	21	27	15	24
Pretty Much True	39	33	20	25
Very Much True	21	29	33	32
I help decide things like class rules or activities (OMP)				
Not At All True	22	49	44	50
A Little True	37	29	20	24
Pretty Much True	15	13	19	15
Very Much True	26	9	17	11
I do things that make a difference at school (OMP)				
Not At All True	32	27	28	32
A Little True	39	34	40	31
Pretty Much True	18	23	13	21
Very Much True	11	15	19	16

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

Table A3.13
Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult…	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
who really cares about me (CR)				
Not At All True	15	10	10	7
A Little True	22	10	8	9
Pretty Much True	26	19	22	18
Very Much True	37	61	61	66
who tells me when I do a good job (HE)				
Not At All True	15	13	16	10
A Little True	19	13	14	14
Pretty Much True	33	25	29	23
Very Much True	33	50	41	53

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

Table A3.13 - *Continued*
Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult…	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
who notices when I am upset about something (CR)				
Not At All True	21	15	10	14
A Little True	25	16	17	15
Pretty Much True	25	25	33	21
Very Much True	29	43	40	51
who believes that I will be a success (HE)				
Not At All True	12	10	13	9
A Little True	12	12	8	12
Pretty Much True	28	23	27	20
Very Much True	48	54	52	59
who always wants me to do my best (HE)				
Not At All True	19	8	10	8
A Little True	7	10	12	10
Pretty Much True	7	19	20	18
Very Much True	67	63	59	64
whom I trust (CR)				
Not At All True	26	11	10	13
A Little True	11	13	16	12
Pretty Much True	22	18	32	18
Very Much True	41	58	42	58

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

Table A3.13 - *Continued*
Community Protective Factors (Developmental Supports)

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
I am part of clubs, sports teams, church/temple or other group activities (OMP)				
Not At All True	39	34	26	35
A Little True	25	14	13	13
Pretty Much True	25	17	20	13
Very Much True	11	35	41	39
I am involved in music, art, literature, sports or a hobby (OMP)				
Not At All True	19	20	26	26
A Little True	12	14	7	12
Pretty Much True	12	18	15	15
Very Much True	58	48	52	47
I help other people (OMP)				
Not At All True	21	11	17	15
A Little True	13	22	31	23
Pretty Much True	33	35	27	29
Very Much True	33	31	25	33

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

4. Alcohol and Other Drug Use

Table A4.1

AOD Use, Lifetime

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Alcohol (one full drink)				
0 times	62	74	20	40
1 time	8	11	13	9
2 to 3 times	8	10	17	13
4 or more times	23	5	50	38
Marijuana				
0 times	64	92	57	65
1 time	16	3	4	6
2 to 3 times	12	2	11	7
4 or more times	8	3	28	23
Inhalants (to get high)				
0 times	74	89	74	77
1 time	4	7	11	7
2 to 3 times	11	2	4	6
4 or more times	11	2	11	10
Cocaine				
0 times	na	na	82	92
1 time	na	na	4	3
2 to 3 times	na	na	6	2
4 or more times	na	na	8	3
Methamphetamine or any amphetamines				
0 times	na	na	88	94
1 time	na	na	6	2
2 to 3 times	na	na	2	1
4 or more times	na	na	4	2

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

Table A4.1 - *Continued*

AOD Use, Lifetime

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
LSD or other psychedelics				
0 times	na	na	85	93
1 time	na	na	2	2
2 to 3 times	na	na	6	2
4 or more times	na	na	6	3
Ecstasy				
0 times	na	na	78	85
1 time	na	na	6	4
2 to 3 times	na	na	2	4
4 or more times	na	na	14	7
Heroin				
0 times	na	na	90	96
1 time	na	na	2	1
2 to 3 times	na	na	2	1
4 or more times	na	na	6	2
Other illegal drug or pill				
0 times	81	96	75	86
1 time	4	2	4	3
2 to 3 times	4	2	4	4
4 or more times	12	1	17	6
Any of the above AOD Use	46	30	88	64
Prescription pain killers				
0 times	na	na	78	84
1 time	na	na	4	4
2 to 3 times	na	na	8	4
4 or more times	na	na	10	7

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

Table A4.1 - *Continued*

AOD Use, Lifetime

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Barbiturates				
0 times	na	na	86	96
1 time	na	na	0	1
2 to 3 times	na	na	8	1
4 or more times	na	na	6	2
Tranquilizers or sedatives				
0 times	na	na	81	94
1 time	na	na	8	2
2 to 3 times	na	na	4	2
4 or more times	na	na	6	2
Cold/Cough Medicines				
0 times	na	na	69	80
1 time	na	na	8	4
2 to 3 times	na	na	8	6
4 or more times	na	na	14	11
Diet Pills				
0 times	na	na	80	94
1 time	na	na	4	1
2 to 3 times	na	na	8	1
4 or more times	na	na	8	3
Ritalin™ or Adderall™				
0 times	na	na	84	95
1 time	na	na	0	1
2 to 3 times	na	na	10	2
4 or more times	na	na	6	2

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

Table A4.2

Age of Onset

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Alcohol (one full drink)				
Never	63	69	30	37
10 or under	22	15	20	13
11 -12 years old	15	15	17	15
13-14 years old	0	1	17	20
15-16 years old	0	0	9	14
17 years or older	0	0	7	1
Marijuana				
Never	78	95	63	67
10 or under	7	2	4	3
11 -12 years old	7	3	6	6
13-14 years old	0	1	13	14
15-16 years old	7	0	7	9
17 years or older	0	0	7	1
Other illegal drug				
Never	81	97	69	81
10 or under	7	1	6	2
11 -12 years old	4	2	6	3
13-14 years old	4	0	9	7
15-16 years old	4	0	6	6
17 years or older	0	0	6	1

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

Table A4.3

Current AOD Use, Past 30 Days

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Alcohol (at least one drink)	22	13	44	34
Marijuana	11	3	33	20
Inhalants	19	5	22	9
Cocaine	na	na	8	4
Methamphetamine or any amphetamines	na	na	8	3
Ecstasy, LSD or other psychedelics	na	na	19	8
Other illegal drug or pill	14	2	18	8
Any of the above AOD Use	31	15	56	40
Two or more drugs at the same time	na	na	13	10

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

Table A4.4

Frequency of Current Alcohol and Marijuana Use, Past 30 days

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Alcohol				
None	78	87	56	66
1 or 2 days	15	11	17	18
3 to 9 days	4	0	15	9
10 to 19 days	0	1	4	3
20 or more days (daily)	4	1	8	3
Marijuana				
None	89	97	67	80
1 or 2 days	7	2	8	8
3 to 9 days	4	0	8	4
10 to 19 days	0	0	4	3
20 or more days (daily)	0	0	14	6

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

Table A4.5

Ever Very Drunk or Sick from Drinking Alcohol

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
0 times	67	92	58	63
1 to 2 times	15	6	19	18
3 to 6 times	11	1	9	9
7 or more times	7	0	13	10

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

Table A4.6

Ever "High" from Using Drugs

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
0 times	79	94	66	67
1 to 2 times	11	4	9	10
3 to 6 times	0	1	11	6
7 or more times	11	1	13	17

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

Table A4.7

Current Binge (Episodic Heavy) Drinking, Past 30 Days

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
0 days	96	97	67	79
1 to 2 days	4	2	10	10
3 or more days	0	1	22	10

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

Table A4.8

Desired Level of Alcohol Consumption, Drinking Style or Preference

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Don't drink alcohol	59	70	21	43
Just a sip or two	15	20	21	14
Enough to feel it a little	22	7	25	17
Enough to feel it a lot	0	3	13	15
Until really drunk	4	1	19	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 Non-Migrant %
Don't use drugs	59	68
Not high at all	4	3
A little high	10	8
Moderately high	4	11
Very high	22	10

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

Table A4.10

Ever Driven after Drinking (Respondent or by Friend)

	High Migrant %	High Non-Migrant %
Never	*54*	*69*
Any	*46*	*31*
1 time	8	7
2 times	6	6
3 to 6 times	8	8
7 or more times	23	10

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

Table A4.11

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

	Middle Migrant %	Middle Migrant	Non· %
Never	*52*	*58*	
Any	*48*	*42*	
1 time	24	13	
2 times	8	7	
3 to 6 times	4	9	
7 or more times	12	12	

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

Table A4.12

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Alcohol				
0 days	81	96	74	93
1 to 2 days	19	3	10	4
3 or more days	0	0	16	4
Marijuana				
0 days	89	99	76	92
1 to 2 days	7	1	8	4
3 or more days	4	0	16	4
Any illegal drug or pill				
0 days	89	98	84	95
1 to 2 days	11	1	4	2
3 or more days	0	0	12	3

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

Table A4.13

Ever Drunk or High on School Property

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
0 times	74	97	67	81
1 to 2 times	11	3	12	8
3 to 6 times	7	0	8	5
7 or more times	7	0	13	6

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

Table A4.14

Perceived Harm of Frequent Alcohol Use

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Alcohol - Drink Occasionally				
Great	64	36	39	30
Moderate	24	20	18	24
Slight	0	21	14	29
None	12	22	29	17
Alcohol - 5 or more drinks once or twice a week				
Great	60	48	47	46
Moderate	16	17	16	26
Slight	12	13	10	14
None	12	22	27	14

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

Table A4.15

Perceived Harm of Frequent Marijuana Use

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Marijuana - Smoke Occasionally				
Great	59	52	47	38
Moderate	22	17	18	22
Slight	4	7	6	19
None	15	24	29	22
Marijuana - Smoke once or twice a week				
Great	54	53	52	46
Moderate	17	15	10	19
Slight	8	9	4	14
None	21	23	35	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 Non-Migrant %	High Migrant %	High Non-Migrant %
Alcohol - One or two drinks nearly every day				
Neither approve or disapprove	24	25	38	30
Somewhat disapprove	28	16	33	23
Strongly disapprove	48	59	29	47
Marijuana or Hashish - Once or twice				
Neither approve or disapprove	28	24	47	39
Somewhat disapprove	24	13	22	20
Strongly disapprove	48	63	31	41
Marijuana - Once a month or more				
Neither approve or disapprove	33	25	50	38
Somewhat disapprove	17	13	23	19
Strongly disapprove	50	61	27	43

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

Table A4.17

Student Perception of Percent of Marijuana Use Among Peers

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
None of them	52	51	10	12
10 percent	30	22	4	9
20 percent	4	10	13	7
30 percent	0	4	6	7
40 percent	0	3	4	7
50 percent	4	6	23	19
60 percent	4	1	0	7
70 percent	7	1	4	9
80 percent	0	1	10	9
90 percent	0	0	13	9
All of them	0	1	13	4

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

Table A4.18

Occurrence of Problems While Using Alcohol/Drugs

	High Migrant %	High Non-Migrant %
Does not apply, never used alcohol/drugs	53	50
Problems with emotions, nerves, mental health	14	9
Trouble or problems with the police	6	5
Money problems	8	3
Get into trouble in school	8	4
Problems with school work	8	6
Fight with other kids	12	4
Damage a friendship	4	5
Physically hurt or injure yourself	2	4
Unwanted or unprotected sex	12	5
Forget what happened or pass out	8	10
Other problems	8	5
More than one problem	12	11
Never had problems when I've used alcohol/drugs	24	30

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

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

	High Migrant %	High Migrant	Non- %
Does not apply, have not used alcohol or drugs	49	54	
Had to increase use to get same effect as before	6	11	
Spent a lot of time getting, using, or being "hung over" from using	2	5	
Used alcohol or drugs a lot more than intended	13	7	
Used alcohol or drugs when alone	11	10	
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	9	4	
Didn't like they way you felt when not high or drunk	6	3	
Thought about reducing or stopping	6	9	
Told self not going to use but used anyway	6	7	
Spoke with someone about reducing or stopping use	4	6	
Attended counseling, program, or group to reduce/stop use	0	1	
More than one experience	13	12	
Use alcohol or drugs but have not experienced any of these things	32	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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Alcohol				
Very difficult	20	16	10	6
Fairly difficult	12	10	10	5
Fairly easy	20	13	12	21
Very easy	24	15	52	49
Don't know	24	45	17	19
Marijuana				
Very difficult	29	25	10	6
Fairly difficult	13	7	6	5
Fairly easy	17	7	15	17
Very easy	8	12	50	50
Don't know	33	49	19	22

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

Table A4.21

Offered Illegal Drugs on School Property, Past 12 Months

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
0 times	65	89	60	64
1 time	12	6	9	12
2 to 3 times	19	3	13	9
4 or more times	4	2	19	14

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

Table A4.22

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
No	50	43	53	44
Yes	50	57	47	56

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

Table A4.23

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
No	30	22	29	18
Yes	70	78	71	82

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

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
A cigarette, even one or two puffs				
0 times	73	86	na	na
1 time	15	8	na	na
2 to 3 times	4	4	na	na
4 or more times	8	2	na	na
A whole cigarette				
0 times	88	96	61	74
1 time	4	1	9	8
2 to 3 times	0	1	7	6
4 or more times	8	1	22	13
Smokeless tobacco				
0 times	81	98	80	93
1 time	4	2	6	2
2 to 3 times	11	0	6	3
4 or more times	4	0	9	2

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

Table A5.2

Age of Onset

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Smoked part or all of a cigarette				
Never	75	90	57	69
10 or under	11	5	9	7
11 -12 years old	14	5	7	8
13-14 years old	0	1	17	11
15-16 years old	0	0	4	5
17 years or older	0	0	6	1
Smokeless Tobacco				
Never	82	97	70	89
10 or under	7	1	4	2
11 -12 years old	11	1	13	3
13-14 years old	0	0	4	3
15-16 years old	0	0	6	3
17 years or older	0	0	4	1

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

Table A5.3

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Cigarettes				
Any	8	3	16	10
Daily	0	0	8	2
Smokeless Tobacco				
Any	11	1	9	4
Daily	0	0	2	1

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

Table A5.4

Current Smoking on School Property, Past 30 Days

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
None	*88*	*99*	*84*	*96*
Any	*12*	*1*	*16*	*4*
1 or 2 days	12	1	8	2
3 to 9 days	0	0	2	0
10 to 19 days	0	0	2	1
20 to 30 days	0	0	4	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 %	High Migrant %	High Non-Migrant %
Neither approve or disapprove	39	24	38	25
Somewhat disapprove	13	11	17	16
Strongly disapprove	48	65	46	59

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

Table A5.6

Peer Disapproval of Using Cigarettes

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Neither approve or disapprove	27	15	29	18
Somewhat disapprove	15	16	19	17
Strongly disapprove	58	69	52	65

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

Table A5.7

Perceived Harm of Frequent Cigarette Smoking

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Smoking Occasionally				
Great	42	42	40	36
Moderate	23	22	21	29
Slight	12	15	15	20
None	23	21	23	15
Smoking 1-2 packs of cigarette a day				
Great	50	64	60	72
Moderate	8	9	10	10
Slight	23	5	6	5
None	19	22	24	14

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

Table A5.8

Perceived Difficulty of Obtaining Cigarettes

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Very difficult	17	18	10	5
Fairly difficult	17	11	8	7
Fairly easy	21	11	16	21
Very easy	13	10	45	43
Don't know	33	51	22	24

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 Non-Migrant %	High Migrant %	High Non-Migrant %
None of them	38	47	18	14
10 percent	23	22	14	19
20 percent	15	10	14	12
30 percent	0	5	4	12
40 percent	0	6	12	9
50 percent	12	6	8	19
60 percent	0	1	6	4
70 percent	0	0	2	4
80 percent	0	0	14	3
90 percent	8	1	6	2
All of them	4	1	4	2

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

Table A5.10

Used Cigarettes, Past 30 days

Cells are empty if there are less than 25 respondents

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

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

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Had mean rumors/lies spread about you				
0 times	70	64	73	69
1 time	11	16	6	13
2 to 3 times	11	10	10	9
4 or more times	7	10	10	9
Had sexual jokes/comments/gestures made to you				
0 times	70	70	65	62
1 time	9	12	6	8
2 to 3 times	13	7	10	9
4 or more times	9	11	18	21
Been made fun of because of your looks/way talk				
0 times	58	67	72	71
1 time	12	13	4	11
2 to 3 times	19	9	9	7
4 or more times	12	11	15	11

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

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Been pushed, shoved, hit, etc.				
0 times	65	59	65	75
1 time	15	17	16	10
2 to 3 times	12	10	8	7
4 or more times	8	15	10	7
Been afraid of being beaten up				
0 times	59	76	81	85
1 time	22	15	8	8
2 to 3 times	7	5	4	3
4 or more times	11	4	6	4
Been in physical fight				
0 times	75	76	67	83
1 time	13	13	8	7
2 to 3 times	8	5	12	5
4 or more times	4	7	12	4

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

Table A6.3

Property Damage on School Property, Past 12 Months

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Had property stolen/damaged				
0 times	79	77	75	80
1 time	13	14	13	10
2 to 3 times	8	5	4	6
4 or more times	0	3	8	4
Damaged school property on purpose				
0 times	79	88	72	85
1 time	13	6	11	7
2 to 3 times	4	3	2	3
4 or more times	4	2	15	5

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

Table A6.4

Weapons Possession on School Property, Past 12 Months

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Carried a gun				
0 times	92	94	80	94
1 time	4	4	4	2
2 or more times	4	2	16	4
Carried any other weapon				
0 times	73	91	79	90
1 time	4	5	2	4
2 or more times	23	4	19	6

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

Table A6.5

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

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Seen someone with a weapon				
0 times	67	74	55	72
1 time	13	14	10	12
2 or more times	21	12	35	16
Been threatened/injured with a weapon				
0 times	84	93	83	91
1 time	12	5	4	4
2 or more times	4	2	13	4

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

Table A6.6

Personal Disapproval of Weapon Possession

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Neither approve or disapprove	36	22	38	20
Somewhat disapprove	24	9	10	10
Strongly disapprove	40	69	52	70

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

Table A6.7

Reason for Harassment on School Property, Past 12 Months

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Race, Ethnicity, or National Origin				
0 times	85	88	83	85
1 time	12	7	6	7
2 or more times	4	4	10	8
Religion				
0 times	84	94	79	91
1 time	8	4	10	3
2 or more times	8	1	10	6
Gender				
0 times	85	94	87	93
1 time	8	3	0	3
2 or more times	8	2	13	4
Sexual Orientation *				
0 times	88	92	87	92
1 time	8	4	9	4
2 or more times	4	4	4	5
Physical/Mental Disability				
0 times	92	95	85	95
1 time	0	2	4	2
2 or more times	8	3	10	3
Any of the Above Five Hate-Crime Reasons	30	21	31	24
Any Other Reason				
0 times	77	81	73	85
1 time	15	6	8	6
2 or more times	8	13	19	9
Any Harassment	37	29	38	28

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

Table A6.8

Gang Involvement, Current

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
No	92	94	82	94
Yes	8	6	18	6

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

Table A6.9

Physical Violence by Boy/Girlfriend, Past 12 Months

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Does not apply, didn't have a boy/girlfriend	52	50	49	41
No	40	48	32	53
Yes	8	2	19	6

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

Table A6.10

Perceived Safety of School

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
Very safe	35	28	27	18
Safe	42	41	27	37
Neither safe nor unsafe	12	24	38	36
Unsafe	8	4	4	5
Very unsafe	4	4	4	3

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

Table A6.11

Cyber Bullying

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
0 times (never)	80	89	72	85
1 time	4	6	15	7
2-3 times	12	3	9	4
4 or more times	4	2	4	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

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

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

Table A6.13

Harassment for Race, Ethnicity or National Origin

Cells are empty if there are less than 25 respondents

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

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

7. Physical and Mental Health

Table A7.1

Eating of Breakfast

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
No	33	33	53	50
Yes	67	67	47	50

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

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

	Middle Migrant %	Middle Non-Migrant %	High Migrant %	High Non-Migrant %
No	78	77	60	71
Yes	22	23	40	29

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

Table A7.3

Seriously Considered Attempting Suicide, Past 12 Months

	High Migrant %	High Non-Migrant %
No	79	83
Yes	21	17

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