California Healthy Kids Survey

Mendota Unified
2008-2009
Migrant Education Report

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

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PREFACE

This report provides the detailed results for each question from the district's 2008-09 administration of the *California Healthy Kids Survey* (CHKS), presented in tables organized by topics and comparing the results of students in the migrant education program (MEP) with all other students. To help in understanding and interpreting these results, review these findings along with the *Survey Content Guidebook* (chks.wested.org/reports), *Workbook,* and other tools described below.

Results of this student survey should be compared to those obtained from migrant education staff in the companion report of the *California School Climate Survey (CSCS)*, which was administered at the same time. It is important to determine how consistent MEP staff perceptions are to student self-report of their behaviors and experiences. The Survey Content Guidebook provides a cross-walk between the surveys' questions to facilitate such comparison. Combined, the CHKS and CSCS provide a comprehensive assessment of the school climate and the needs of students and staff to guide school improvement efforts. For additional information and resources, visit the survey websites: chks.wested.org and cscs.wested.org.

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

SURVEY PURPOSE

The California Department of Education (CDE) funded the CHKS in 1997 to provide data that would assist schools in: (1) preventing youth health-risk behaviors and other barriers to academic achievement; and (2) promoting positive youth development, resilience, and well-being; and (3) fostering positive school climates and engagement in learning. A thorough understanding of the scope and nature of the youth behaviors and attitudes is essential to guide school improvement efforts and develop effective prevention, health, and youth development programs. Since fall 2003, biennial administration of the survey, along with the California School Climate Survey of staff, and the public posting of the results, have been required by CDE in compliance with the No Child Left Behind Act. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for both students and staff.

SURVEY CONTENT OVERVIEW

The CHKS consists of a required general Core Module and a series of optional supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table A1.1 indicates the modules administered by the district. The Core Module consists of a broad range of key questions identified by an expert advisory committee considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being.[1] The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health).

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

School Related Content

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

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

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

Closing the Achievement Gap

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

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

SURVEY ADMINISTRATION AND SAMPLING

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

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

THE REPORT

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

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

AIDS TO UNDERSTANDING AND USING THE DATA

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

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

ASSESSING THE DATA

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

Representativeness

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

NEXT STEPS

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

Compare with Other Data Sources

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

Discuss with Students and Staff

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

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

Conduct Additional Analyses of The Dataset

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

Add Questions to your Next CHKS

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

ACKNOWLEDGEMENTS

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

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Section A

1. Introduction

Table A1.1

CHKS Survey Modules Administered

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

Table A1.2

Student Sample Characteristics

	Grade 7		Grades 9, 11	
	Migrant	Non-Migrant	Migrant	Non-Migrant
Student Sample Size				
Final Number	23	84	16	44

Please note: Any grades with fewer than 10 respondents cannot be displayed.

Any grades with between 10-24 respondents are disdpalyed without demographic information.

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
12 years or younger	96	94	0	0
13 years old	4	5	0	0
14 years old	0	1	63	48
15 years old	0	0	25	41
16 years old	0	0	13	7
17 years old	0	0	0	5
18 years or older	48	41	0	0

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

Table A2.2

Gender of Sample

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Male	52	59	69	52
Female	0	0	31	48

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

Table A2.3

Ethnic/Racial Characteristics of Sample

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
American Indian or Alaska Native	0	0	0	5
Native Hawaiian or Pacific Islander	0	2	0	0
Asian	4	4	0	2
Black or African American (non-Hispanic)	70	88	6	5
Hispanic or Latino/Latina	4	0	94	93
White or Caucasian (non-Hispanic)	22	11	0	0
Other	96	92	0	2
Selected more than one	57	68	0	5

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
A home with both parents	na	na	56	73
A home with only one parent	na	na	31	18
Other relative's home	na	na	6	7
A home with more than one family	na	na	6	2
Friend's home	na	na	0	0
Foster home, group care, or waiting placement	na	na	0	0
Hotel or motel	na	na	0	0
Migrant housing	na	na	0	0
Shelter	na	na	0	0
On the street (no fixed housing), car campground	na	na	0	0
Other transitional or temporary housing	na	na	0	0
Other living arrangements	na	na	0	2

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

Table A2.5

Grades, Past 12 Months

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Mostly A's	18	9	29	19
A's and B's	35	45	21	30
Mostly B's	12	3	14	11
B's and C's	29	25	29	19
Mostly C's	0	3	7	5
C's and D's	6	11	0	16
Mostly D's	0	3	0	0
Mostly F's	0	0	0	0

Question HS A.124/MS A.106: During the past 12 months, how would you describe the grades you mostly received in school?

Table A2.6

Truancy, Past 12 Months

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
0 times	82	83	62	65
1-2 times	12	11	15	21
A few times	6	3	18	7
Once a month	0	3	3	1
Once a week	0	0	2	4
More than once a week	0	0	0	2

Question HS A.125/MS A.107: 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

	Grade 7 Migrant %	Grade 7 Non-Migrant %
Never	53	61
1 day	18	18
2 days	24	3
3 days	0	3
4 days	0	5
5 days	6	11

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Yes	100	0	100	0
No	0	51	0	55
Don't know	0	49	0	45

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 and Youth Development

Table A3.1 **Migrant Education Students**

Summary of External Assets

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grades 9, 11		
	H	M	L	H	M	L
School Environment						
Total Assets	43	57	0	33	47	20
Caring Relationships: Adult in School	41	59	0	38	50	13
High Expectations: Adult in School	71	29	0	56	31	13
Meaningful Participation	17	48	35	13	53	33
Community Environment						
Total Assets	78	17	4	50	44	6
Caring Relationships: Adult in Community	78	17	4	50	44	6
High Expectations: Adult in Community	78	22	0	63	31	6
Meaningful Participation	61	35	4	44	50	6
School Connectedness Scale	52	39	9	44	25	31

3. Resilience and Youth Development

Table A3.1 **Non-Migrant Education Students**

Summary of External Assets

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grades 9, 11		
	H	M	L	H	M	L
School Environment						
Total Assets	41	51	7	32	52	16
Caring Relationships: Adult in School	35	55	10	32	57	11
High Expectations: Adult in School	60	34	6	52	34	14
Meaningful Participation	12	57	31	5	66	30
Community Environment						
Total Assets	63	30	7	61	30	9
Caring Relationships: Adult in Community	60	30	11	66	27	7
High Expectations: Adult in Community	67	25	7	64	30	7
Meaningful Participation	47	39	14	34	36	30
School Connectedness Scale	52	37	11	47	37	16

Table A3.11
School Connectedness

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
I feel close to people in this school				
Strongly Disagree	0	9	13	10
Disagree	13	7	0	10
Neither Agree Nor Disagree	13	20	31	17
Agree	52	49	38	50
Strongly Agree	22	15	19	14
I am happy to be at this school				
Strongly Disagree	0	11	13	14
Disagree	22	2	13	9
Neither Agree Nor Disagree	13	10	25	16
Agree	26	38	13	27
Strongly Agree	39	38	38	34
I feel like I am part of this school				
Strongly Disagree	4	10	19	7
Disagree	13	7	13	12
Neither Agree Nor Disagree	13	18	19	24
Agree	35	39	25	40
Strongly Agree	35	27	25	17
Teachers at this school treat students fairly				
Strongly Disagree	9	7	25	14
Disagree	9	6	13	16
Neither Agree Nor Disagree	13	18	25	30
Agree	30	45	25	25
Strongly Agree	39	23	13	16
I feel safe in my school				
Strongly Disagree	9	13	13	14
Disagree	13	8	6	7
Neither Agree Nor Disagree	9	20	25	23
Agree	52	30	25	39
Strongly Agree	17	28	31	18

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

Table A3.12
School Based Assets

At my school, there is a teacher or some other adult…	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
who really cares about me				
Not At All True	5	17	0	11
A Little True	9	24	38	27
Pretty Much True	59	33	38	39
Very Much True	27	26	25	23
who tells me when I do a good job				
Not At All True	5	9	13	11
A Little True	5	18	13	20
Pretty Much True	48	34	31	39
Very Much True	43	40	44	30
who notices when I am not there				
Not At All True	5	8	13	18
A Little True	18	23	31	16
Pretty Much True	27	29	19	32
Very Much True	50	41	38	34
who always wants me to do my best				
Not At All True	0	4	13	11
A Little True	5	11	6	11
Pretty Much True	19	29	31	27
Very Much True	76	56	50	50
who listens when I have something to say				
Not At All True	0	9	6	9
A Little True	24	15	31	30
Pretty Much True	43	41	31	34
Very Much True	33	36	31	27
who believes that I will be a success				
Not At All True	0	6	13	16
A Little True	14	11	19	16
Pretty Much True	52	23	19	25
Very Much True	33	60	50	43

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.. believe that I will be a success.

Table A3.12 - *Continued*
School Based Assets

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
I do interesting activities at school				
Not At All True	9	13	20	16
A Little True	23	26	40	26
Pretty Much True	41	33	27	23
Very Much True	27	28	13	35
I help decide things like class rules or activities				
Not At All True	48	52	44	52
A Little True	26	32	38	34
Pretty Much True	17	9	6	9
Very Much True	9	7	13	5
I do things that make a difference at school				
Not At All True	32	35	27	27
A Little True	45	33	40	50
Pretty Much True	9	23	20	11
Very Much True	14	9	13	11

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 Based Assets

Outside of my home and school, there is a teacher or some other adult…	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
who really cares about me				
Not At All True	4	11	6	7
A Little True	0	12	6	7
Pretty Much True	26	15	19	23
Very Much True	70	62	69	64
who tells me when I do a good job				
Not At All True	0	10	13	9
A Little True	13	15	19	9
Pretty Much True	13	28	56	32
Very Much True	74	48	13	50

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 Based Assets

Outside of my home and school, there is a teacher or some other adult…	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
who notices when I am upset about something				
Not At All True	4	13	25	9
A Little True	4	15	13	9
Pretty Much True	30	29	19	25
Very Much True	61	43	44	57
who believes that I will be a success				
Not At All True	0	8	0	7
A Little True	4	13	13	7
Pretty Much True	22	18	38	23
Very Much True	74	60	50	64
who always wants me to do my vest				
Not At All True	4	6	0	7
A Little True	4	6	13	7
Pretty Much True	13	16	31	20
Very Much True	78	71	56	66
whom I trust				
Not At All True	4	13	6	7
A Little True	9	13	19	9
Pretty Much True	35	18	31	27
Very Much True	52	55	44	57

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 Based Assets

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
I am part of clubs, sports teams, church/temple or other group activities				
Not At All True	13	33	19	32
A Little True	17	6	13	14
Pretty Much True	17	14	38	27
Very Much True	52	47	31	27
I am involved in music, art, literature, sports or a hobby				
Not At All True	4	25	13	23
A Little True	13	6	7	20
Pretty Much True	26	23	27	18
Very Much True	57	46	53	39
I help other people				
Not At All True	0	8	6	18
A Little True	35	19	31	25
Pretty Much True	30	36	31	41
Very Much True	35	38	31	16

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Alcohol (one full drink)				
0 times	64	76	47	42
1 time	18	10	7	12
2 to 3 times	5	6	7	16
4 or more times	14	9	40	30
Marijuana				
0 times	87	93	75	84
1 time	4	4	0	7
2 to 3 times	4	0	6	2
4 or more times	4	4	19	7
Inhalants (to get high)				
0 times	82	86	75	93
1 time	14	7	6	0
2 to 3 times	5	4	13	2
4 or more times	0	4	6	5
Cocaine				
0 times	na	na	75	95
1 time	na	na	13	5
2 to 3 times	na	na	0	0
4 or more times	na	na	13	0
Methamphetamine or any amphetamines				
0 times	na	na	81	98
1 time	na	na	13	0
2 to 3 times	na	na	0	2
4 or more times	na	na	6	0

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
LSD or other psychedelics				
0 times	na	na	94	98
1 time	na	na	0	0
2 to 3 times	na	na	0	0
4 or more times	na	na	6	2
Ecstasy				
0 times	na	na	81	95
1 time	na	na	13	2
2 to 3 times	na	na	0	0
4 or more times	na	na	6	2
Heroin				
0 times	na	na	88	98
1 time	na	na	0	2
2 to 3 times	na	na	0	0
4 or more times	na	na	13	0
Other illegal drug or pill				
0 times	96	96	87	95
1 time	4	0	13	2
2 to 3 times	0	1	0	0
4 or more times	0	2	0	2
Any of the above AOD Use	43	32	63	59
Prescription pain killers				
0 times	na	na	75	100
1 time	na	na	19	0
2 to 3 times	na	na	6	0
4 or more times	na	na	0	0

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Barbiturates				
0 times	na	na	100	100
1 time	na	na	0	0
2 to 3 times	na	na	0	0
4 or more times	na	na	0	0
Tranquilizers or sedatives				
0 times	na	na	100	100
1 time	na	na	0	0
2 to 3 times	na	na	0	0
4 or more times	na	na	0	0
Cold/Cough Medicines				
0 times	na	na	81	93
1 time	na	na	0	2
2 to 3 times	na	na	13	2
4 or more times	na	na	6	2
Diet Pills				
0 times	na	na	88	98
1 time	na	na	0	0
2 to 3 times	na	na	6	0
4 or more times	na	na	6	2
Ritalin™ or Adderall™				
0 times	na	na	94	100
1 time	na	na	0	0
2 to 3 times	na	na	0	0
4 or more times	na	na	6	0

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Alcohol (one full drink)				
Never	70	70	44	38
10 or under	9	13	19	12
11 -12 years old	13	14	13	17
13-14 years old	9	1	19	31
15-16 years old	0	0	6	2
17 years or older	0	1	0	0
Marijuana				
Never	96	95	75	93
10 or under	0	2	0	0
11 -12 years old	4	2	0	5
13-14 years old	0	0	13	0
15-16 years old	0	0	13	2
17 years or older	0	0	0	0
Other illegal drug				
Never	100	93	73	91
10 or under	0	4	0	0
11 -12 years old	0	4	0	0
13-14 years old	0	0	13	9
15-16 years old	0	0	13	0
17 years or older	0	0	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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Alcohol (at least one drink)	27	14	31	28
Marijuana	9	6	13	2
Inhalants	0	8	6	0
Cocaine	na	na	6	0
Methamphetamine or any amphetamines	na	na	6	0
Ecstasy, LSD or other psychedelics	na	na	0	0
Other illegal drug or pill	0	5	6	0
Any of the above AOD Use	27	20	31	28
Two or more drugs at the same time	na	na	13	0

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Alcohol				
None	73	86	69	72
1 or 2 days	18	11	19	14
3 to 9 days	0	1	13	2
10 to 19 days	5	0	0	2
20 or more days (daily)	5	2	0	9
Marijuana				
None	91	94	88	98
1 or 2 days	9	0	13	2
3 to 9 days	0	2	0	0
10 to 19 days	0	0	0	0
20 or more days (daily)	0	4	0	0

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
0 times	91	93	50	74
1 to 2 times	5	5	25	9
3 to 6 times	5	1	13	5
7 or more times	0	1	13	12

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
0 times	100	95	69	93
1 to 2 times	0	1	19	2
3 to 6 times	0	0	0	5
7 or more times	0	4	13	0

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
0 days	95	93	75	91
1 to 2 days	0	6	13	0
3 or more days	5	1	13	9

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Don't drink alcohol	67	75	44	58
Just a sip or two	24	16	6	12
Enough to feel it a little	5	6	25	14
Enough to feel it a lot	5	0	13	7
Until really drunk	0	4	13	9

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

Table A4.9

Usual Level of Highness When Using Drugs

	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Don't use drugs	63	86
Not high at all	0	9
A little high	19	0
Moderately high	13	2
Very high	6	2

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)

	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Never	*63*	*83*
Any	*38*	*18*
1 time	0	0
2 times	25	5
3 to 6 times	6	10
7 or more times	6	3

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

Table A4.11

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	
Never	*35*	*61*	
Any	*65*	*39*	
1 time	17	8	
2 times	9	8	
3 to 6 times	9	6	
7 or more times	17	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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Alcohol				
0 days	91	94	88	93
1 to 2 days	9	4	13	7
3 or more days	0	2	0	0
Marijuana				
0 days	100	95	94	100
1 to 2 days	0	1	6	0
3 or more days	0	4	0	0
Any illegal drug or pill				
0 days	95	98	94	100
1 to 2 days	5	0	6	0
3 or more days	0	2	0	0

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
0 times	100	95	93	98
1 to 2 times	0	2	0	0
3 to 6 times	0	0	7	2
7 or more times	0	2	0	0

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Alcohol - Drink Occasionally				
Great	15	28	19	54
Moderate	20	16	13	10
Slight	15	23	44	15
None	50	33	25	22
Alcohol - 5 or more drinks once or twice a week				
Great	25	32	19	63
Moderate	15	20	25	12
Slight	10	17	13	7
None	50	32	44	19

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

Table A4.15

Perceived Harm of Frequent Marijuana Use

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Marijuana - Smoke Occasionally				
Great	25	40	38	60
Moderate	15	16	13	9
Slight	5	5	13	9
None	55	40	38	21
Marijuana - Smoke once or twice a week				
Great	25	37	25	60
Moderate	15	20	31	7
Slight	5	6	6	9
None	55	38	38	23

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Alcohol - One or two drinks nearly every day				
Neither approve or disapprove	37	21	31	20
Somewhat disapprove	21	16	25	22
Strongly disapprove	42	63	44	59
Marijuana or Hashish - Once or twice				
Neither approve or disapprove	40	26	31	24
Somewhat disapprove	5	7	13	20
Strongly disapprove	55	67	56	56
Marijuana - Once a month or more				
Neither approve or disapprove	42	23	31	17
Somewhat disapprove	0	10	19	24
Strongly disapprove	58	67	50	59

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
None of them	65	46	20	27
10 percent	5	16	20	20
20 percent	5	10	7	10
30 percent	5	10	7	5
40 percent	5	10	7	7
50 percent	10	5	27	12
60 percent	5	0	0	2
70 percent	0	0	7	2
80 percent	0	1	0	7
90 percent	0	1	0	0
All of them	0	1	7	7

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

	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Does not apply, never used alcohol/drugs	50	73
Problems with emotions, nerves, mental health	13	2
Trouble or problems with the police	0	2
Money problems	0	0
Get into trouble in school	0	2
Problems with school work	6	0
Fight with other kids	0	5
Damage a friendship	6	2
Physically hurt or injure yourself	6	0
Unwanted or unprotected sex	6	2
Forget what happened or pass out	25	2
Other problems	6	2
More than one problem	13	2
Never had problems when I've used alcohol/drugs	13	10

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

	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Does not apply, have not used alcohol or drugs	63	76
Had to increase use to get same effect as before	13	2
Spent a lot of time getting, using, or being "hung over" from using	6	0
Used alcohol or drugs a lot more than intended	13	2
Used alcohol or drugs when alone	6	2
Alcohol/drug use often kept you from going to school, working, recreational activities or	0	2
Didn't like they way you felt when not high or drunk	0	0
Thought about reducing or stopping	6	0
Told self not going to use but used anyway	0	0
Spoke with someone about reducing or stopping use	6	0
Attended counseling, program, or group to reduce/stop use	0	0
More than one experience	13	0
Use alcohol or drugs but have not experienced any of these things	13	15

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Alcohol				
Very difficult	20	15	13	16
Fairly difficult	5	6	6	5
Fairly easy	5	11	25	21
Very easy	10	26	38	35
Don't know	60	43	19	23
Marijuana				
Very difficult	20	17	13	26
Fairly difficult	15	7	13	10
Fairly easy	0	6	13	12
Very easy	15	21	44	24
Don't know	50	49	19	29

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
0 times	63	83	75	73
1 time	32	11	6	10
2 to 3 times	5	4	19	8
4 or more times	0	3	0	10

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
No	50	46	38	38
Yes	50	54	63	63

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

Table A4.23

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
No	27	21	13	17
Yes	73	79	87	83

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?

Table A4.24

Employer drug and alcohol testing

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
More likely	na	na	23	41
Less likely	na	na	8	18
Would make no difference	na	na	69	41

Question HS A.119: Would you be more or less likely to want to work for an employer that tests its employees for drug or alcohol use on a random basis?

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
A cigarette, even one or two puffs				
0 times	83	87	na	na
1 time	13	7	na	na
2 to 3 times	4	1	na	na
4 or more times	0	5	na	na
A whole cigarette				
0 times	96	94	69	91
1 time	4	2	13	5
2 to 3 times	0	2	0	0
4 or more times	0	1	19	5
Smokeless tobacco				
0 times	91	94	94	98
1 time	9	4	0	0
2 to 3 times	0	0	0	0
4 or more times	0	2	6	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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Smoked part or all of a cigarette				
Never	91	94	56	79
10 or under	0	1	6	5
11 -12 years old	9	2	13	7
13-14 years old	0	2	19	9
15-16 years old	0	0	6	0
17 years or older	0	0	0	0
Smokeless Tobacco				
Never	100	96	94	100
10 or under	0	1	0	0
11 -12 years old	0	1	0	0
13-14 years old	0	0	0	0
15-16 years old	0	1	6	0
17 years or older	0	0	0	0

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

Table A5.3

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Cigarettes				
Any	5	4	14	2
Daily	0	1	0	0
Smokeless Tobacco				
Any	5	2	13	0
Daily	0	1	6	0

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

Table A5.4

Current Smoking on School Property, Past 30 Days

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
None	*100*	*98*	*100*	*100*
Any	*0*	*2*	*0*	*0*
1 or 2 days	0	1	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	1	0	0
20 to 30 days	0	0	0	0

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

Table A5.5

Personal Disapproval of Using Cigarettes

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Neither approve or disapprove	40	23	25	17
Somewhat disapprove	0	10	25	20
Strongly disapprove	60	67	50	63

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Neither approve or disapprove	30	20	19	27
Somewhat disapprove	25	16	25	17
Strongly disapprove	45	63	56	56

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Smoking Occasionally				
Great	19	32	25	58
Moderate	19	25	13	10
Slight	10	9	13	10
None	52	35	50	23
Smoking 1-2 packs of cigarette a day				
Great	25	46	50	71
Moderate	15	11	6	2
Slight	5	9	0	5
None	55	34	44	21

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Very difficult	30	16	13	24
Fairly difficult	5	5	0	7
Fairly easy	5	10	13	12
Very easy	15	22	56	29
Don't know	45	47	19	29

Question HS A.84/MS A.70: How difficult is it for students in your grade to get any of the following substances if they really want them? Cigarettes.

Table A5.9

Estimated Prevalence of Peer Cigarette Smoking at Least Once a Month

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
None of them	50	54	25	32
10 percent	15	11	19	24
20 percent	10	10	0	0
30 percent	10	9	25	12
40 percent	5	7	6	10
50 percent	10	4	25	7
60 percent	0	0	0	2
70 percent	0	1	0	5
80 percent	0	1	0	7
90 percent	0	2	0	0
All of them	0	0	0	0

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

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Had mean rumors/lies spread about you				
0 times	75	50	25	51
1 time	5	26	38	20
2 to 3 times	10	12	25	10
4 or more times	10	13	13	20
Had sexual jokes/comments/gestures made to you				
0 times	70	67	56	51
1 time	20	15	13	17
2 to 3 times	5	5	13	12
4 or more times	5	13	19	20
Been made fun of because of your looks/way talk				
0 times	60	66	56	58
1 time	5	8	13	10
2 to 3 times	5	12	13	13
4 or more times	30	14	19	20

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Been pushed, shoved, hit, etc.				
0 times	60	62	38	68
1 time	15	13	44	20
2 to 3 times	10	13	13	7
4 or more times	15	13	6	5
Been afraid of being beaten up				
0 times	75	73	81	85
1 time	20	13	13	5
2 to 3 times	5	5	0	5
4 or more times	0	9	6	5
Been in physical fight				
0 times	75	79	75	85
1 time	10	12	6	0
2 to 3 times	15	5	19	7
4 or more times	0	4	0	7

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

Table A6.3

Property Damage on School Property, Past 12 Months

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Had property stolen/damaged				
0 times	79	75	56	83
1 time	16	12	19	7
2 to 3 times	5	5	19	2
4 or more times	0	8	6	7
Damaged school property on purpose				
0 times	95	87	75	95
1 time	0	9	13	5
2 to 3 times	0	4	0	0
4 or more times	5	0	6	0

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Carried a gun				
0 times	100	95	100	98
1 time	0	3	0	0
2 or more times	0	3	0	2
Carried any other weapon				
0 times	95	86	94	88
1 time	0	9	6	5
2 or more times	5	4	0	7

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Seen someone with a weapon				
0 times	63	63	63	78
1 time	16	25	13	13
2 or more times	21	12	25	10
Been threatened/injured with a weapon				
0 times	95	91	100	95
1 time	0	8	0	5
2 or more times	5	1	0	0

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Neither approve or disapprove	35	25	19	17
Somewhat disapprove	5	6	13	10
Strongly disapprove	60	69	69	73

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Race, Ethnicity, or National Origin				
0 times	94	91	60	95
1 time	0	3	20	0
2 or more times	6	6	20	5
Religion				
0 times	100	97	93	92
1 time	0	3	0	8
2 or more times	0	0	7	0
Gender				
0 times	89	93	87	85
1 time	6	3	0	8
2 or more times	6	4	13	8
Sexual Orientation *				
0 times	94	93	67	87
1 time	6	6	20	3
2 or more times	0	1	13	11
Physical/Mental Disability				
0 times	100	96	93	100
1 time	0	3	0	0
2 or more times	0	1	7	0
Any of the Above Five Hate-Crime Reasons	17	15	47	30
Any Other Reason				
0 times	89	82	53	87
1 time	0	11	7	5
2 or more times	11	8	40	8
Any Harassment	17	24	67	35

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
No	94	95	80	95
Yes	6	5	20	3

Question HS A.121 /MS A.103: Do you consider yourself a member of a gang?

Table A6.9

Physical Violence by Boy/Girlfriend, Past 12 Months

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Does not apply, didn't have a boy/girlfriend	53	48	13	33
No	41	52	87	67
Yes	6	0	0	0

Question HS A.122/MS A.104: 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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
Very safe	24	35	14	20
Safe	6	29	36	48
Neither safe nor unsafe	59	24	29	23
Unsafe	12	6	14	5
Very unsafe	0	6	7	5

Question HS A.120/MS A.101: How safe do you feel when you are at school?

Table A6.11

Harassment for Hate-Crime Reasons

Cells are empty if there are less than 25 respondents

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
American Indian or Alaska Native		-1		-1
Native Hawaiian or Pacific Islander		-1		-1
Asian		-1		-1
Black or African American (non-Hispanic)		-1		-1
Hispanic or Latino/Latina		17		30
White or Caucasian (non-Hispanic)		-1		-1
Other		-1		-1
Multi-Racial (selected more than one)		-1		-1

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 A6.12

Harassment for Race, Ethnicity or National Origin

Cells are empty if there are less than 25 respondents

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
American Indian or Alaska Native		101		101
Native Hawaiian or Pacific Islander		101		101
Asian		101		101
Black or African American (non-Hispanic)		101		101
Hispanic or Latino/Latina		10		3
White or Caucasian (non-Hispanic)		101		101
Other		101		101
Multi-Racial (selected more than one)		101		101

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

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
No	32	44	63	43
Yes	68	56	38	57

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

Table A7.2

Frequency of Sad and Hopeless Feelings, Past 12 Months

	Grade 7 Migrant %	Grade 7 Non-Migrant %	Grades 9,11 Migrant %	Grades 9, 11 Non-Migrant %
No	88	74	69	46
Yes	12	26	31	54

Question HS A.123/MS A.105: During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?