

# California Healthy Kids Survey

Nevada Jt Union High  
2011-2012  
Migrant Education Report

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

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# PREFACE

This report provides the detailed results for each question from this school/district's 2011-12 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic and comparing the results of students in the migrant education program (MEP) with all other students. To help in understanding and interpreting these results, the *CHKS Guidebook* to survey content discusses the significance of each question. Several other tools to help in data use are also available, as described below.<sup>1</sup>

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

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

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

## **SURVEY PURPOSE**

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

## **SURVEY CONTENT OVERVIEW**

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

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<sup>1</sup> *Guidebook for the California Healthy Kids Survey, Part 2: Survey Content* [http://chks.wested.org/training\\_support](http://chks.wested.org/training_support)

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

### **School-Related Content**

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

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

### **Closing the Achievement Gap**

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

## ***SURVEY ADMINISTRATION AND SAMPLING***

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

## ***THE REPORT***

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

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

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

## ***AIDS TO UNDERSTANDING AND USING THE DATA***

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

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

## ***ASSESSING THE DATA***

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

### **Representativeness**

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

### **Changes Between Surveys**

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

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<sup>3</sup> The Guidebooks may be downloaded from [http://chks.wested.org/training\\_support](http://chks.wested.org/training_support), and the Workbook from <http://chks.wested.org/publications>

## **Comparison Data**

Tables 9.1 and 9.2 provide comparisons of selected results to state and national data. Comparing district results to local, regional, state, and national benchmarks provides a broader context with which to evaluate the local situation. They can help determine whether changes in results are locally unique or may be part of a larger trend, possibly affected by broad social forces.

Ultimately, however, the most fundamental concern should be what the survey results say about the students and schools and what improvements need to be made.

## **NEXT STEPS**

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

### **Compare with Other Data Sources**

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

### **Discuss with Students and Staff**

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

## **ACKNOWLEDGMENTS**

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

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### 3. Resilience Indicators and School Connectedness

Table A3.1

*Summary Table*

Percent of students scoring High, Moderate, and Low (%)	High Migrant			High Non-Migrant		
	H	M	L	H	M	L
<b><i>School Environment</i></b>						
Total	17	58	25	36	52	12
Caring Adult Relationships	8	67	25	38	0	7
High Expectations	33	50	17	51	43	6
Opportunities for Meaningful Participation	0	58	42	15	55	30
<b><i>Community Environment</i></b>						
Total	67	25	8	77	19	4
Caring Adult Relationships	42	50	8	76	20	5
High Expectations	50	42	8	79	17	4
Opportunities for Meaningful Participation	58	17	25	57	32	10
<b><i>School Connectedness Scale</i></b>						
	50	25	25	53	39	8

**Table A3.2**

**Summary Table - Hispanic or Latino**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	High Migrant			High Non-Migrant		
	H	M	L	H	M	L
<b>School Environment</b>						
Total				33	51	16
Caring Adult Relationships				41	49	9
High Expectations				49	42	8
Opportunities for Meaningful Participation				12	53	35
<b>Community Environment</b>						
Total				67	27	6
Caring Adult Relationships				63	26	11
High Expectations				69	22	8
Opportunities for Meaningful Participation				55	33	12
<b>School Connectedness Scale</b>						
				48	39	13

**Table A3.3**

**Summary Table - American Indian or Alaska Native**

Cells are empty if there are less than 25 respondents

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

**Table A3.4**

**Summary Table - Asian**

Cells are empty if there are less than 25 respondents

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

**Table A3.5**

**Summary Table - Black or African American**

Cells are empty if there are less than 25 respondents

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

**Table A3.6**

**Summary Table - Native Hawaiian or Pacific Islander**

Cells are empty if there are less than 25 respondents

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

**Table A3.7**

**Summary Table - White**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	High Migrant			High Non-Migrant		
	H	M	L	H	M	L
<b><i>School Environment</i></b>						
Total				37	52	11
Caring Adult Relationships				38	54	8
High Expectations				52	42	5
Opportunities for Meaningful Participation				16	55	29
<b><i>Community Environment</i></b>						
Total				80	17	3
Caring Adult Relationships				79	18	3
High Expectations				82	16	3
Opportunities for Meaningful Participation				59	31	10
<b><i>School Connectedness Scale</i></b>				56	37	7

**Table A3.8**

**Summary Table - Mixed (two or more) races**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	High Migrant			High Non-Migrant		
	H	M	L	H	M	L
<b><i>School Environment</i></b>						
Total				30	53	17
Caring Adult Relationships				35	58	7
High Expectations				43	48	9
Opportunities for Meaningful Participation				12	53	35
<b><i>Community Environment</i></b>						
Total				63	29	9
Caring Adult Relationships				63	28	10
High Expectations				69	23	8
Opportunities for Meaningful Participation				49	40	11
<b><i>School Connectedness Scale</i></b>						
				43	45	12



**Table A3.9.1**

**Summary Table - Middle Migrant by race/ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Middle Migrant						
	H / L	A I / A N	A	A A	N H / P I	W	M
<b>School Environment</b>							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
<b>Community Environment</b>							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
<b>School Connectedness Scale</b>							

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

NH/PI:

**Table A3.9.2**

**Summary Table - Middle Non-Migrant by race/ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Middle Non-Migrant						
	H / L	A I / A N	A	A A	N H / P I	W	M
<b>School Environment</b>							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
<b>Community Environment</b>							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
<b>School Connectedness Scale</b>							

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

NH/PI:



**Table A3.9.3**

**Summary Table - High Migrant by race/ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	High Migrant						
	H / L	A I / A N	A	A A	N H / P I	W	M
<b>School Environment</b>							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
<b>Community Environment</b>							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
<b>School Connectedness Scale</b>							

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

NH/PI:

**Table A3.9.4**

**Summary Table - High Non-Migrant by race/ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	High Non-Migrant						
	H / L	A I / A N	A	A A	N H / P I	W	M
<b>School Environment</b>							
Total	33					37	30
Caring Adult Relationships	41					38	35
High Expectations	49					52	43
Opportunities for Meaningful Participation	12					16	12
<b>Community Environment</b>							
Total	67					80	63
Caring Adult Relationships	63					79	63
High Expectations	69					82	69
Opportunities for Meaningful Participation	55					59	49
<b>School Connectedness Scale</b>							
	48						43

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

NH/PI:



**Table A3.10**  
***School Connectedness Scale Questions***

	High Migrant %	High Migrant %	Non-Migrant %
<b>I feel close to people in this school.</b>			
Strongly Disagree	8	4	
Disagree	0	7	
Neither Agree Nor Disagree	42	20	
Agree	33	45	
Strongly Agree	17	25	
<b>I am happy to be at this school.</b>			
Strongly Disagree	17	7	
Disagree	8	6	
Neither Agree Nor Disagree	8	22	
Agree	33	44	
Strongly Agree	33	22	
<b>I feel like I am part of this school.</b>			
Strongly Disagree	25	6	
Disagree	0	10	
Neither Agree Nor Disagree	33	25	
Agree	25	44	
Strongly Agree	17	16	
<b>Teachers at this school treat students fairly.</b>			
Strongly Disagree	25	6	
Disagree	17	9	
Neither Agree Nor Disagree	8	29	
Agree	33	44	
Strongly Agree	17	13	
<b>I feel safe in my school.</b>			
Strongly Disagree	33	3	
Disagree	8	5	
Neither Agree Nor Disagree	0	21	
Agree	42	52	
Strongly Agree	17	19	

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

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

At my school, there is a teacher or some other adult...	High Migrant %	High Migrant %	Non-Migrant %
<b><i>Caring Relationships</i></b>			
<b>who really cares about me.</b>			
Not At All True	17		7
A Little True	25		27
Pretty Much True	50		36
Very Much True	8		30
<b>who notices when I am not there.</b>			
Not At All True	17		8
A Little True	17		24
Pretty Much True	50		39
Very Much True	17		29
<b>who listens when I have something to say.</b>			
Not At All True	25		5
A Little True	25		22
Pretty Much True	42		41
Very Much True	8		32
<b><i>High Expectations</i></b>			
<b>who tells me when I do a good job.</b>			
Not At All True	17		4
A Little True	17		20
Pretty Much True	50		42
Very Much True	17		34
<b>who always wants me to do my best.</b>			
Not At All True	8		3
A Little True	17		12
Pretty Much True	33		36
Very Much True	42		49
<b>who believes that I will be a success.</b>			
Not At All True	17		6
A Little True	17		19
Pretty Much True	50		39
Very Much True	17		35

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

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

	High Migrant %	High Migrant %	Non- Migrant %
<b>Opportunities for Meaningful Participation</b>			
<b>I do interesting activities at school.</b>			
Not At All True	25	13	
A Little True	25	25	
Pretty Much True	33	33	
Very Much True	17	30	
<b>I help decide things like class rules or activities.</b>			
Not At All True	67	45	
A Little True	25	33	
Pretty Much True	8	14	
Very Much True	0	8	
<b>I do things that make a difference at school.</b>			
Not At All True	42	26	
A Little True	25	39	
Pretty Much True	33	23	
Very Much True	0	13	

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

**Table A3.12**

***Community Protective Factors (Developmental Supports)***

<b>Outside of my home and school, there is a teacher or some other adult...</b>	<b>High Migrant %</b>	<b>High Migrant %</b>	<b>Non-Migrant %</b>
<b><i>Caring Relationships</i></b>			
<b>who really cares about me.</b>			
Not At All True	0		2
A Little True	17		5
Pretty Much True	33		15
Very Much True	50		78
<b>who notices when I am upset about something.</b>			
Not At All True	0		6
A Little True	25		11
Pretty Much True	33		20
Very Much True	42		62
<b>whom I trust.</b>			
Not At All True	8		6
A Little True	0		8
Pretty Much True	50		15
Very Much True	42		71
<b><i>High Expectations</i></b>			
<b>who tells me when I do a good job.</b>			
Not At All True	0		4
A Little True	8		8
Pretty Much True	58		18
Very Much True	33		70
<b>who believes that I will be a success.</b>			
Not At All True	8		3
A Little True	0		7
Pretty Much True	50		17
Very Much True	42		73
<b>who always wants me to do my best.</b>			
Not At All True	8		3
A Little True	8		4
Pretty Much True	42		14
Very Much True	42		79

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



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

	High Migrant %	High Migrant %	Non-Migrant %
<b>Opportunities for Meaningful Participation</b>			
<b>I am part of clubs, sports teams, church/temple or other group activities.</b>			
Not At All True	25		21
A Little True	8		11
Pretty Much True	17		15
Very Much True	50		53
<b>I am involved in music, art, literature, sports or a hobby.</b>			
Not At All True	17		9
A Little True	17		9
Pretty Much True	0		17
Very Much True	67		64
<b>I help other people.</b>			
Not At All True	27		6
A Little True	27		19
Pretty Much True	0		35
Very Much True	45		40

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

## 4. Alcohol and Other Drug Use

Table A4.1

### *AOD Use, Lifetime*

	High Migrant %	High Migrant %	Non-Migrant %
<b>Alcohol (one full drink)</b>			
0 times	50	43	
1 time	0	10	
2 to 3 times	17	12	
4 or more times	33	36	
<b>Marijuana</b>			
0 times	58	62	
1 time	0	7	
2 to 3 times	0	5	
4 or more times	42	26	
<b>Inhalants (to get high)</b>			
0 times	75	89	
1 time	0	3	
2 to 3 times	8	3	
4 or more times	17	4	
<b>Cocaine</b>			
0 times	83	96	
1 time	0	1	
2 to 3 times	0	1	
4 or more times	17	2	
<b>Methamphetamine or any amphetamine</b>			
0 times	92	96	
1 time	8	1	
2 to 3 times	0	1	
4 or more times	0	2	

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

























































**Table A6.8*****Gang Involvement, Current***

	High Migrant %	High Migrant %	Non-Migrant %
No	83	93	
Yes	17	7	

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

**Table A6.9*****Physical Violence by Boyfriend/Girlfriend, Past 12 Months***

	High Migrant %	High Migrant %	Non-Migrant %
Does not apply, didn't have a boyfriend/girlfriend	50	34	
No	42	60	
Yes	8	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***

	High Migrant %	High Migrant %	Non-Migrant %
Very safe	25	20	
Safe	33	51	
Neither safe nor unsafe	17	25	
Unsafe	17	2	
Very unsafe	8	2	

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

**Table A6.11**

***Cyber Bullying***

	High Migrant %	High Migrant	Non-Migrant %
0 times (never)	75		79
1 time	8		10
2-3 times	0		6
4 or more times	17		4

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

**Table A6.12*****Harassment for Hate-Crime Reasons*****Cells are empty if there are less than 25 respondents.**

	High Migrant %	High Migrant	Non- %
Hispanic or Latino		35	
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		19	
Mixed (two or more) races		41	

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

**Table A6.13*****Harassment for Race, Ethnicity or National Origin*****Cells are empty if there are less than 25 respondents.**

	High Migrant %	High Migrant	Non- %
Hispanic or Latino		23	
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Pacific Islander			
White		3	
Mixed (two or more) races		24	

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

## 7. Physical and Mental Health

**Table A7.1**

***Eating of Breakfast***

	High Migrant %	High Migrant %	Non-Migrant %
No	33	35	
Yes	67	65	

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

**Table A7.2**

***Frequency of Sad or Hopeless Feelings, Past 12 Months***

	High Migrant %	High Migrant %	Non-Migrant %
No	58	68	
Yes	42	32	

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

**Table A7.3**

***Seriously Considered Attempting Suicide, Past 12 Months***

	High Migrant %	High Migrant %	Non-Migrant %
No	67	81	
Yes	33	19	

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

**Table A7.4*****Gambling, Past 12 Months***

	High Migrant %	High Migrant %	Non- %
<b>Card or dice games</b>			
Not at all	75	88	
Less than once a month	8	9	
1 to 3 times	0	2	
Once a week or more	17	2	
<b>Personal skill games</b>			
Not at all	64	82	
Less than once a month	18	12	
1 to 3 times	0	3	
Once a week or more	18	3	
<b>Betting on sports</b>			
Not at all	73	81	
Less than once a month	9	11	
1 to 3 times	0	4	
Once a week or more	18	3	
<b>Lottery</b>			
Not at all	73	92	
Less than once a month	9	6	
1 to 3 times	0	2	
Once a week or more	18	1	
<b>Bet or gambled in any other way</b>			
Not at all	73	87	
Less than once a month	9	8	
1 to 3 times	0	3	
Once a week or more	18	2	

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