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**Attachment 1**

**BJS Authorizing Statute; Title 42, United States Code, Section 3732**

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-CITE-

42 USC Sec. 3732

01/26/98

-EXPCITE-

TITLE 42 - THE PUBLIC HEALTH AND WELFARE

CHAPTER 46 - JUSTICE SYSTEM IMPROVEMENT

SUBCHAPTER III - BUREAU OF JUSTICE STATISTICS

-HEAD-

Sec. 3732. Bureau of Justice Statistics

-STATUTE-

(a) Establishment

There is established within the Department of Justice, under the general authority of the Attorney General, a Bureau of Justice Statistics (hereinafter referred to in this subchapter as "Bureau").

(b) Appointment of Director; experience; authority; restrictions

The Bureau shall be headed by a Director appointed by the President, by and with the advice and consent of the Senate. The Director shall have had experience in statistical programs. The Director shall have final authority for all grants, cooperative agreements, and contracts awarded by the Bureau. The Director shall report to the Attorney General through the Assistant Attorney General. The Director shall not engage in any other employment than that of serving as Director; nor shall the Director hold any office in, or act in any capacity for, any organization, agency, or institution with which the Bureau makes any contract or other arrangement under this Act.

(c) Duties and functions of Bureau

The Bureau is authorized to -

(1) make grants to, or enter into cooperative agreements or contracts with public agencies, institutions of higher education, private organizations, or private individuals for purposes related to this subchapter; grants shall be made subject to continuing compliance with standards for gathering justice statistics set forth in rules and regulations promulgated by the Director;

(2) collect and analyze information concerning criminal victimization, including crimes against the elderly, and civil disputes;

(3) collect and analyze data that will serve as a continuous and comparable national social indication of the prevalence, incidence, rates, extent, distribution, and attributes of crime, juvenile delinquency, civil disputes, and other statistical factors related to crime, civil disputes, and juvenile delinquency, in support of national, State, and local justice policy and decisionmaking;

(4) collect and analyze statistical information, concerning the operations of the criminal justice system at the Federal, State, and local levels;

(5) collect and analyze statistical information concerning the prevalence, incidence, rates, extent, distribution, and attributes of crime, and juvenile delinquency, at the Federal, State, and local levels;

(6) analyze the correlates of crime, civil disputes and juvenile delinquency, by the use of statistical information,

about criminal and civil justice systems at the Federal, State, and local levels, and about the extent, distribution and attributes of crime, and juvenile delinquency, in the Nation and at the Federal, State, and local levels;

(7) compile, collate, analyze, publish, and disseminate uniform national statistics concerning all aspects of criminal justice and related aspects of civil justice, crime, including crimes against the elderly, juvenile delinquency, criminal offenders, juvenile delinquents, and civil disputes in the various States;

(8) recommend national standards for justice statistics and for insuring the reliability and validity of justice statistics supplied pursuant to this chapter;

(9) maintain liaison with the judicial branches of the Federal and State Governments in matters relating to justice statistics, and cooperate with the judicial branch in assuring as much uniformity as feasible in statistical systems of the executive and judicial branches;

(10) provide information to the President, the Congress, the judiciary, State and local governments, and the general public on justice statistics;

(11) establish or assist in the establishment of a system to provide State and local governments with access to Federal informational resources useful in the planning, implementation, and evaluation of programs under this Act;

(12) conduct or support research relating to methods of gathering or analyzing justice statistics;

(13) provide for the development of justice information systems programs and assistance to the States and units of local government relating to collection, analysis, or dissemination of justice statistics;

(14) develop and maintain a data processing capability to support the collection, aggregation, analysis and dissemination of information on the incidence of crime and the operation of the criminal justice system;

(15) collect, analyze and disseminate comprehensive Federal justice transaction statistics (including statistics on issues of Federal justice interest such as public fraud and high technology crime) and to provide technical assistance to and work jointly with other Federal agencies to improve the availability and quality of Federal justice data;

(16) provide for the collection, compilation, analysis, publication and dissemination of information and statistics about the prevalence, incidence, rates, extent, distribution and attributes of drug offenses, drug related offenses and drug dependent offenders and further provide for the establishment of a national clearinghouse to maintain and update a comprehensive and timely data base on all criminal justice aspects of the drug crisis and to disseminate such information;

(17) provide for the collection, analysis, dissemination and publication of statistics on the condition and progress of drug control activities at the Federal, State and local levels with particular attention to programs and intervention efforts demonstrated to be of value in the overall national anti-drug strategy and to provide for the establishment of a national clearinghouse for the gathering of data generated by Federal, State, and local criminal justice agencies on their drug enforcement activities;

(18) provide for the development and enhancement of State and local criminal justice information systems, and the standardization of data reporting relating to the collection, analysis or dissemination of data and statistics about drug offenses, drug related offenses, or drug dependent offenders;

(19) provide for research and improvements in the accuracy, completeness, and inclusiveness of criminal history record information, information systems, arrest warrant, and stolen vehicle record information and information systems and support research concerning the accuracy, completeness, and inclusiveness of other criminal justice record information;

(20) maintain liaison with State and local governments and governments of other nations concerning justice statistics;

(21) cooperate in and participate with national and international organizations in the development of uniform justice statistics;

(22) ensure conformance with security and privacy requirement of section 3789g of this title and identify, analyze, and participate in the development and implementation of privacy, security and information policies which impact on Federal and State criminal justice operations and related statistical activities; and

(23) exercise the powers and functions set out in subchapter

VIII of this chapter.

(d) Justice statistical collection, analysis, and dissemination to insure that all justice statistical collection, analysis, and dissemination is carried out in a coordinated manner, the Director is authorized to -

(1) utilize, with their consent, the services, equipment, records, personnel, information, and facilities of other Federal, State, local, and private agencies and instrumentalities with or without reimbursement therefor, and to enter into agreements with such agencies and instrumentalities for purposes of data collection and analysis;

(2) confer and cooperate with State, municipal, and other local agencies;

(3) request such information, data, and reports from any Federal agency as may be required to carry out the purposes of this chapter;

(4) seek the cooperation of the judicial branch of the Federal Government in gathering data from criminal justice records; and

(5) encourage replication, coordination and sharing among justice agencies regarding information systems, information policy, and data.

(e) Furnishing of information, data, or reports by Federal agencies Federal agencies requested to furnish information, data, or reports pursuant to subsection (d)(3) of this section shall provide such information to the Bureau as is required to carry out the purposes of this section.

(f) Consultation with representatives of State and local government and judiciary In recommending standards for gathering justice statistics under this section, the Director shall consult with representatives of State and local government, including, where appropriate, representatives of the judiciary.

-SOURCE-

(Pub. L. 90-351, title I, Sec. 302, as added Pub. L. 96-157, Sec. 2, Dec. 27, 1979, 93 Stat. 1176; amended Pub. L. 98-473, title II, Sec. 605(b), Oct. 12, 1984, 98 Stat. 2079; Pub. L. 100-690, title VI, Sec. 6092(a), Nov. 18, 1988, 102 Stat. 4339; Pub. L. 103-322, title XXXIII, Sec. 330001(h)(2), Sept. 13, 1994, 108 Stat. 2139.)

-REFTEXT-

#### REFERENCES IN TEXT

This Act, referred to in subsecs. (b) and (c)(11), is Pub. L. 90-351, June 19, 1968, 82 Stat. 197, as amended, known as the Omnibus Crime Control and Safe Streets Act of 1968. For complete classification of this Act to the Code, see Short Title note set out under section 3711 of this title and Tables.

-MISC2-

#### PRIOR PROVISIONS

A prior section 3732, Pub. L. 90-351, title I, Sec. 302, June 19, 1968, 82 Stat. 200; Pub. L. 93-83, Sec. 2, Aug. 6, 1973, 87 Stat. 201; Pub. L. 94-503, title I, Sec. 110, Oct. 15, 1976, 90 Stat. 2412, related to establishment of State planning agencies to develop comprehensive State plans for grants for law enforcement and criminal justice purposes, prior to the general amendment of this chapter by Pub. L. 96-157.

#### AMENDMENTS

1994 - Subsec. (c)(19). Pub. L. 103-322 substituted a semicolon for period at end.

1988 - Subsec. (c)(16) to (23). Pub. L. 100-690 added pars. (16) to (19) and redesignated former pars. (16) to (19) as (20) to (23), respectively.

1984 - Subsec. (b). Pub. L. 98-473, Sec. 605(b)(1), inserted provision requiring Director to report to Attorney General through Assistant Attorney General.

Subsec. (c)(13). Pub. L. 98-473, Sec. 605(b)(2)(A), (C), added par. (13) and struck out former par. (13) relating to provision of financial and technical assistance to States and units of local government relating to collection, analysis, or dissemination of justice statistics.

Subsec. (c)(14), (15). Pub. L. 98-473, Sec. 605(b)(2)(C), added pars. (14) and (15). Former pars. (14) and (15) redesignated (16) and (17), respectively.

Subsec. (c)(16). Pub. L. 98-473, Sec. 605(b)(2)(A), (B), redesignated par. (14) as (16) and struck out former par. (16) relating to insuring conformance with security and privacy regulations issued under section 3789g of this title.

Subsec. (c)(17). Pub. L. 98-473, Sec. 605(b)(2)(B), redesignated par. (15) as (17). Former par. (17) redesignated (19).

Subsec. (c)(18). Pub. L. 98-473, Sec. 605(b)(2)(D), added par. (18).

Subsec. (c)(19). Pub. L. 98-473, Sec. 605(b)(2)(B), redesignated former par. (17) as (19).

Subsec. (d)(1). Pub. L. 98-473, Sec. 605(b)(3)(A), inserted ", and to enter into agreements with such agencies and instrumentalities for purposes of data collection and analysis".

Subsec. (d)(5). Pub. L. 98-473, Sec. 605(b)(3)(B)-(D), added par. (5).

#### EFFECTIVE DATE OF 1984 AMENDMENT

Amendment by Pub. L. 98-473 effective Oct. 12, 1984, see section 609AA(a) of Pub. L. 98-473, set out as an Effective Date note under section 3711 of this title.

-SECRET-

#### SECTION REFERRED TO IN OTHER SECTIONS

This section is referred to in section 5603 of this title.

**Attachment 2**  
**SEI Memo on Response Analysis, July 2012**

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**MEMORANDUM**

**TO:** Kathy Chandler  
**FROM:** Kathy Zantal-Wiener  
**DATE:** 7/12/2012  
**SUBJECT:** SCS Analysis of New Items in 2011 survey

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The 2011 School Crime Supplement (SCS) to the National Crime Victimization Survey included several new questions as well as a new item added to a question asked in the previous survey round. These questions and items were added to collect more information about emerging issues and respondents' perceptions of crime and safety.

NCES requested that Synergy Enterprises, Inc. with Mathematica Policy Research examine the response patterns of the new items. Specifically, we were asked to look for aberrant response patterns and to explore whether the number of items in Q16c could be reduced in future rounds of the survey without significant loss of information.

The new questions and items are:

- Q16c. Thinking about all of the ADULTS at your school, including teachers, would you strongly agree, agree, disagree, or strongly disagree with the following...

There is an ADULT at school who...

- a. Really cares about you. [VS0056]
  - b. Notices when you are not there. [VS0057]
  - c. Listens to you when you have something to say. [VS0058]
  - d. Tells you when you do a good job. [VS0059]
  - e. Always wants you to do your best. [VS0060]
  - f. Believes that you will be a success. [VS0061]
- Q16e. Thinking about the neighborhood where you live, would you strongly agree, agree, disagree, or strongly disagree with the following...
    - a. There is not a lot of crime in the neighborhood where you live. [VS0063]
    - b. You feel safe in the neighborhood where you live. [VS0064]
  - Q16f. Thinking about the neighborhood where your school is located, would you strongly agree, agree, disagree, or strongly disagree with the following...
    - a. There is not a lot of crime in the neighborhood where you go to school. [VS0065]
    - b. You feel safe in the neighborhood where you go to school. [VS0066]
  - Q20a. During this school year, has another student...

- b. Purposely shared your private information, photos, or videos on the Internet or mobile phones in a hurtful way? [VS0107] [examine responses relative to other items in this question]
- Q23a.1. During this school year, did you STAY AWAY from any online activities because you thought someone might be mean to you there? [VS0131]

In this memo, we summarize the findings from our analyses of the new questions and items. The findings are organized as follows:

1. An analysis of the response patterns to the new items
2. An analysis of the responses to Q16c to investigate the potential impact of reducing the number of items in this question, with the goal of lessening respondent burden
3. An analysis of the responses to Q20a to explore how responses to the new item relate to other items within this question

Our main findings are as follows:

- The distributions of valid responses to the new items do not show any unusual patterns.
- For all new items, the maximum rates of blind “don’t know” responses (0.98 percent) and residue/refusal (1.06 percent) are quite low. These rates should be kept in mind when interpreting other findings from this analysis.
- The rate of blind “don’t know” responses to some items in Q16c was higher than would be expected based on similar questions, particularly for Q16c.b (0.8 percent). This indicates that respondents may have had more difficulty answering these items than expected.
- New item Q16f.a also has an unusually high rate of blind “don’t know” responses (0.98 percent, compared to 0.42 percent for the very similar Q16e.a). This finding correlates with results from the cognitive lab testing that indicated students may have more difficulty answering items regarding the neighborhood where their school is located compared to the neighborhood where they live.
- Responses to items in Q16c are not strongly correlated with each other and appear to measure different constructs. The number of items in this question therefore cannot be reduced without losing potentially useful information.
- Relatively few respondents answered “yes” to Q20a.b, the new item on cyber-bullying (1.1 percent of valid responses), but answers to this item were not strongly correlated with answers to other items. This finding indicates that this type of cyber-bullying is uncommon. It also shows that the new item collects information on an aspect of cyber-bullying not captured by existing items.

## A. ANALYSIS OF RESPONSE PATTERNS

### 1. Question 16c

Q16c asks several questions about the adults in the respondent’s school. As expected, most valid responses (92 percent) fall into the “agree” and “strongly agree” categories.<sup>1</sup> This is the same pattern observed with the similar (but not new) items in Q16b (“Thinking about the teachers at your school...”) and Q16d (“Thinking about friends at your school...”).

The proportions of valid responses, blind “don’t know” responses, and residue/refusal for each item in Q16c are shown in Table 1. For comparison, the same statistics for Q16b and Q16d are shown in Table 2.

**Table 1. Distribution of Responses to Q16c Items (percentage)**

	Valid Response	Blind “Don’t Know”	Residue or Refusal
16c.a	98.75	0.51	0.75
16c.b	98.45	0.80	0.75
16c.c	99.06	0.17	0.77
16c.d	99.09	0.14	0.76
16c.e	99.09	0.14	0.76
16c.f	98.68	0.56	0.76

**Table 2. Distribution of Responses to Q16b and Q16d Items (percentage)**

	Valid Response	Blind “Don’t Know”	Residue or Refusal
16b.a	99.06	0.21	0.73
16b.b	99.16	0.10	0.73
16b.c	98.87	0.38	0.75
16d.a	99.01	0.19	0.80

These statistics show that the response patterns for the new Q16c are similar to the response patterns for similar questions. However, some of the items, specifically Q16c.a, Q16c.b, and Q16c.f, have slightly higher rates of blind “don’t know” responses compared to other items, although the rate is still low (less than 1 percent).

The blind “don’t know” response rate to Q16c.b was over twice that of any item in Q16b or Q16d. Of the 83 respondents who recorded a blind “don’t know” for at least one item in Q16c, 56 responded “don’t know” to only one of the items, indicating that this response was not

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<sup>1</sup> Full response distributions to all new items are provided in Appendix A.

automatic. Only four respondents answered “don’t know” to all items in Q16c. Conversely, 42 of the 47 respondents recorded as residue/refusal for at least one item in Q16c were recorded as such for all items in Q16c.

The respondents who recorded a blind “don’t know” for at least one item in Q16c often did not do so for Q16b or Q16d; 71 of the 83 respondents who recorded a blind “don’t know” for Q16c did not record a blind “don’t know” for Q16b or Q16d. This suggests that a number of respondents may have had particular difficulty answering some of the new items in Q16c.

## 2. Questions 16e and 16f

Valid responses to Q16e and Q16f were, as expected, skewed toward “agree” and “strongly agree,” with at least 80 percent of valid responses falling into these categories. The proportions of valid responses, blind “don’t know” responses, and residue/refusal for each item in Q16e and Q16f are shown in Table 3.

**Table 3. Distribution of Responses to Q16e and Q16f Items (percentage)**

	Valid Response	Blind “Don’t Know”	Residue or Refusal
16e.a	98.76	0.42	0.82
16e.b	99.13	0.10	0.76
16f.a	98.22	0.98	0.80
16f.b	99.04	0.14	0.82

These items seem to have slightly higher rates of residue or refusal compared to Q16b, Q16c, and Q16d (Tables 1 and 2), although the questions are addressing a different construct.

Item Q16f.a has an unusually high rate of blind “don’t know” responses—0.98 percent, compared to 0.42 percent for the similar item Q16e.a. Fifty-two respondents answered “don’t know” to at least one item in Q16f but gave valid responses to both items in Q16e. Given that the wording of Q16f and Q16e is identical except for the location of interest; this finding indicates that students may have more difficulty answering items regarding the neighborhood where their school is located compared to the neighborhood where they live.

Sixty-seven of 79 respondents recording a blind “don’t know” to either Q16e or Q16f responded as such to only one item, indicating that “don’t know” responses were not automatic or substitutes for refusal. Three respondents answered “don’t know” to both items in Q16e, and 4 respondents answered “don’t know” to both items in Q16f. Only one respondent recorded a blind “don’t know” to all four items in these questions.

Of the 50 respondents coded as refusal or residue for Q16e or Q16f, 44 were coded as such for all items in both questions. Two were coded as refusal/residue for at least one item in Q16e but none in Q16f, and 3 were coded as such for at least one item in Q16f but for none in Q16e.

### 3. Item Q20a.b

We now look at the response patterns to the new item, Q20a.b, added to Q20a. Sixty-one respondents (1.08 percent of valid responses) answered “yes” to Q20a.b, compared to 1.18 to 4.52 percent of valid responses for other items in Q20a. This indicates that slightly fewer students report this form of cyber-bullying compared to the forms of cyber-bullying addressed in the other items, but not to an extent that should be concerning.

Table 4 shows the response patterns to all items in Q20a. There is little evidence that response patterns for Q20a.b are any different from those for other items in Q20a. Of the 29 respondents answering “don’t know” to at least one item in Q20a, 4 recorded a blind “don’t know” only to Q20a.b. Fifty-nine of 60 respondents recorded as residue/refused for Q20a.b also were recorded as such for all other items in Q20a. Thus, the response patterns for the new item do not seem to be a cause for concern.

**Table 4. Distribution of Responses to Q20a Items (percentage)**

	Valid Response	Blind “Don’t Know”	Residue or Refusal
20a.a	98.59	0.38	1.03
20a.b <sup>a</sup>	98.71	0.24	1.05
20a.c	98.80	0.14	1.06
20a.d	98.82	0.12	1.06
20a.e	98.78	0.14	1.08
20a.f	98.83	0.07	1.10
20a.g	98.83	0.09	1.08

<sup>a</sup> Q20a.b is new in 2011.

### 4. Question 23a.1

We compared the pattern of valid responses to the new item, Q23a.1, to the response patterns for other questions in Section H of the questionnaire (“Avoidance”). The patterns were not appreciably different: One hundred and four respondents (1.83 percent of valid responses) answered “yes” to Q23a.1, compared to a range of 0.72 to 2.48 percent of “yes” responses for other Q23 items.

Response patterns for question 23a. 1 is shown in Table 5, along with those for other questions in Section H of the questionnaire (‘Avoidance’).

**Table 5. Distribution of Responses to Q23 Items (percentage)**

	Valid Response	Blind “Don’t Know”	Residue or Refusal
23a.a	98.92	0.03	1.05
23a.b	98.94	0.02	1.05
23a.c	98.94	0.02	1.05
23a.d	98.95	0.00	1.05
23a.e	98.95	0.00	1.05
23a.f	98.90	0.02	1.08
23a.g	98.90	0.02	1.08
23a.h	98.92	0.02	1.06
23a.1 <sup>a</sup>	98.90	0.03	1.06
23b.	98.90	0.03	1.06
23c.	98.94	0.00	1.06
23d.	98.94	0.00	1.06

<sup>a</sup> Q23a.1 is new in 2011.

As reflected in the table, the response patterns to Q23a. 1. are not appreciably different from other items within Q23. There were only two respondents coded as a blind “don’t know,” one of which was coded as such for multiple items in Q23. No respondents were coded as refusal/residue for item Q23a.1 alone. All respondents coded as refusal/residue for this item were also coded as such for at least five other Q23 items. Thus, the response patterns for Q23a.1 are not a cause for concern.

## **B. FURTHER ANALYSIS OF RESPONSES TO QUESTION 16C**

Q16c is new to the 2011 SCS and consists of six items, each asking about the respondent’s perceptions of adults in the school and whether these adults show concern for the student. In this section, we look in more detail at the pattern of responses and investigate whether the number of items can be reduced without significant loss of information.

Cronbach’s alpha coefficient is a measure of the respondent between-item correlation—that is, how consistent individuals’ responses are over the items within the question. A high value of this coefficient indicates that each item is measuring a similar construct, whereas a low value indicates that the items are relatively unrelated. Considering only valid response categories, the value of Cronbach’s alpha for Q16c is 0.90. This high value indicates a high internal consistency of responses. Of the 5,610 respondents who recorded valid responses to Q16c, 1,049 answered “strongly agree” to every item; 2,060 answered “agree” to every item; 12 answered “disagree” to every item; and 2 answered “strongly disagree” to every item. Thus, 3,123 of 5,610 respondents (55.7 percent) showed no variation in their response across items.

The response patterns of respondents who did show variation in their responses across items is shown in Figure 1. Response category 1 corresponds to “strongly agree” and response category 4 to “strongly disagree.” The width of the line is proportional to the number of respondents who had that response pattern. The figure shows that most variation is from

respondents switching their responses between “agree” and “strongly agree.” Most respondents do not change their response more than one category between items, although there is variation, with some respondents switching between “strongly agree” and “strongly disagree” from one item to the next.

**Figure 1. Response Patterns for Q16c Items Among the 2,487 Individuals Whose Responses Varied Over Items**

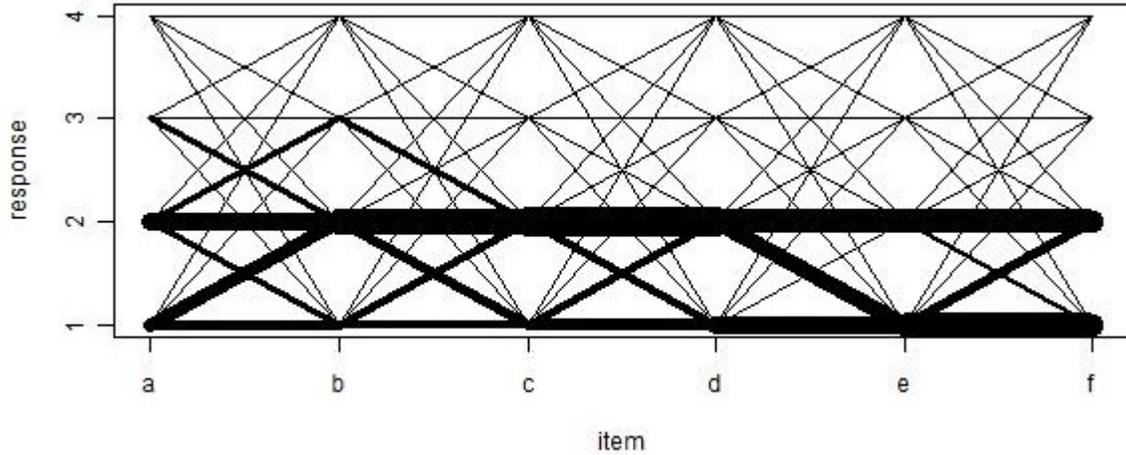


Table 6 shows the correlation matrix between items in Q16c. We found a reasonable degree of correlation between Q16c.c, Q16c.d, Q16c.e, and Q16c.f. Responses to Q16c.a and Q16c.b are less correlated with responses to other items, perhaps indicating that these two items are measuring a different construct.

**Table 6. Correlation Matrix for Responses to Q16c Items (valid response categories only)**

	16c.a	16c.b	16c.c	16c.d	16c.e
16c.a					
16c.b	0.55				
16c.c	0.56	0.59			
16c.d	0.52	0.54	0.68		
16c.e	0.52	0.51	0.67	0.70	
16c.f	0.55	0.54	0.67	0.69	0.77

Q16c.e and Q16c.f are the most highly correlated items, with most (4,918 out of 5,610 valid responses or 87.66 percent) respondents recording the same response to both. However, the pattern of responses to Q16c.e and Q16c.f, shown in Table 7, indicates that respondents tended to less strongly agree with Q16c.f. than with Q16c.e. This suggests that even the most correlated items are still capturing some variation and potentially measuring different constructs.

**Table 7. Frequency Distribution of Responses to Q16c.e and Q16c.f (each has four response categories)**

	16c.f: 1	16c.f: 2	16c.f: 3	16c.f: 4
16c.e: 1	1948	417	11	1
16c.e: 2	168	2926	76	1
16c.e: 3	2	15	40	0
16c.e: 4	0	0	1	4

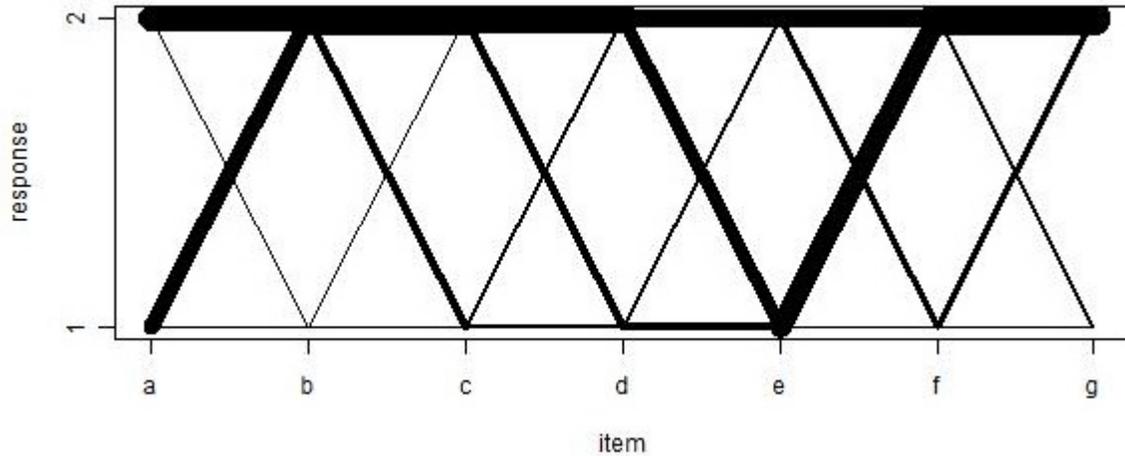
To further investigate whether most of the information in Q16c is contained in only a subset of the items, we conducted a principal components analysis. Similar to a factor analysis, this technique is used to find a lower dimensional representation of the responses that still captures most of the information. If there is a representation that captures a large share of the information, but the loadings on some of the items are small, those items can be discarded without substantial loss of information. The results of our analysis show that the first principal component explains 67 percent of the variance in responses, but it loads almost equally across all items (see Appendix C for details). That is, all items need to be included to explain the largest proportion of variance in response patterns. It is therefore not possible to reduce the number of items without losing potentially useful information.

### **C. FURTHER ANALYSIS OF RESPONSES TO QUESTION 20A**

Q20a collects information on the incidence of various types of cyber-bullying. Q20a.b was added for the 2011 SCS. In this section, we explore the response patterns to this item in relation to other Q20a items and, in particular, investigate whether the new item provides additional information about cyber-bullying.

Considering only valid response categories, most respondents (5,137 of 5,648, or 91.0 percent) answered “no” to every item in Q20a. Two respondents answered “yes” to every item. For those whose responses varied over the items, the response patterns are shown in Figure 2. Few respondents answering “no” to Q20a.a answered “yes” to Q20a.b. Ninety percent (90.16 % or 55 out of 61 respondents) of respondents who answered “yes” to Q20a.b also answered “yes” to at least one other item in Q20a, indicating that this form of cyber-bullying does not often occur in isolation.

**Figure 2. Response Pattern of Individuals with Varying Responses to Q20a**



Notes: Response category 1 = “yes”; response category 2 = “no.” The thickness of the line is proportional to the number of respondents with the corresponding response pattern.

Table 8 shows the correlation matrix of responses to the items in Q20a. The new item, Q20a.b, tends to have slightly lower correlations compared to the other items, but not considerably so. This indicates that the information collected from this additional item is informative, as it is not highly correlated with responses to any of the pre-existing items.

**Table 8. Correlation Matrix for Responses to Q20a (valid response categories only)**

	20a.a	20a.b <sup>a</sup>	20a.c	20a.d	20a.e	20a.f	20a.g
20a.a							
20a.b <sup>a</sup>	0.34						
20a.c	0.36	0.24					
20a.d	0.34	0.23	0.47				
20a.e	0.36	0.30	0.35	0.47			
20a.f	0.05	0.03	0.08	0.08	0.06		
20a.g	0.18	0.16	0.20	0.22	0.23	0.15	

<sup>a</sup> Q23a.b. is new in 2011.

## APPENDIX A

**Tables of Response Frequencies, Percentages, and Cumulative Percentages for All New Items  
(8 = residue, 98 = refusal, 99 = blind “don’t know”; 1-4 are valid response categories)**

16c.a [VS0056]	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2003	34.9	2003	34.9
2	3280	57.15	5283	92.05
3	347	6.05	5630	98.1
4	37	0.64	5667	98.75
8	29	0.51	5696	99.25
98	14	0.24	5710	99.49
99	29	0.51	5739	100

16c.b [VS0057]	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1724	30.04	1724	30.04
2	3523	61.39	5247	91.43
3	379	6.6	5626	98.03
4	24	0.42	5650	98.45
8	29	0.51	5679	98.95
98	14	0.24	5693	99.2
99	46	0.8	5739	100

16c.c [VS0058]	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1860	32.41	1860	32.41
2	3652	63.63	5512	96.04
3	163	2.84	5675	98.88
4	10	0.17	5685	99.06
8	29	0.51	5714	99.56
98	15	0.26	5729	99.83
99	10	0.17	5739	100

16c.d [VS0059]	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1822	31.75	1822	31.75
2	3659	63.76	5481	95.5
3	194	3.38	5675	98.88
4	12	0.21	5687	99.09
8	30	0.52	5717	99.62
98	14	0.24	5731	99.86
99	8	0.14	5739	100

16c.e [VS0060]	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2395	41.73	2395	41.73
2	3228	56.25	5623	97.98
3	59	1.03	5682	99.01
4	5	0.09	5687	99.09
8	30	0.52	5717	99.62
98	14	0.24	5731	99.86
99	8	0.14	5739	100

16c.f [VS0061]	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2132	37.15	2132	37.15
2	3396	59.17	5528	96.32
3	129	2.25	5657	98.57
4	6	0.1	5663	98.68
8	30	0.52	5693	99.2
98	14	0.24	5707	99.44
99	32	0.56	5739	100

16e.a [VS0063]	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1925	33.54	1925	33.54
2	2637	45.95	4562	79.49
3	813	14.17	5375	93.66
4	293	5.11	5668	98.76
8	30	0.52	5698	99.29
98	17	0.3	5715	99.58
99	24	0.42	5739	100

16e.b [VS0064]	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2353	41	2353	41
2	3078	53.63	5431	94.63
3	226	3.94	5657	98.57
4	32	0.56	5689	99.13
8	30	0.52	5719	99.65
98	14	0.24	5733	99.9
99	6	0.1	5739	100

16f.a [VS0065]	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1705	29.71	1705	29.71
2	3054	53.21	4759	82.92
3	706	12.3	5465	95.23
4	172	3	5637	98.22
8	31	0.54	5668	98.76
98	15	0.26	5683	99.02
99	56	0.98	5739	100

16f.b [VS0066]	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1984	34.57	1984	34.57
2	3449	60.1	5433	94.67
3	218	3.8	5651	98.47
4	33	0.58	5684	99.04
8	32	0.56	5716	99.6
98	15	0.26	5731	99.86
99	8	0.14	5739	100

20a.b [VS0107]	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	61	1.06	61	1.06
2	5604	97.65	5665	98.71
8	43	0.75	5708	99.46
98	17	0.3	5725	99.76
99	14	0.24	5739	100

23.a.1 [VS0131]	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	104	1.81	104	1.81
2	5572	97.09	5676	98.9
8	50	0.87	5726	99.77
98	11	0.19	5737	99.97
99	2	0.03	5739	100

## APPENDIX B

Below are the wording and variable names for all items included in the analysis.

- Q16b. Thinking about all of the TEACHERS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...
  - a. Teachers treat students with respect [VS0053]
  - b. Teachers care about students [VS0054]
  - c. Teachers do or say things that make students feel bad about themselves [VS0055]
- Q16c. Thinking about all of the ADULTS at your school, including teachers, would you strongly agree, agree, disagree, or strongly disagree with the following...

There is an ADULT at school who...

  - a. Really cares about you. [VS0056]
  - b. Notices when you are not there. [VS0057]
  - c. Listens to you when you have something to say. [VS0058]
  - d. Tells you when you do a good job. [VS0059]
  - e. Always wants you to do your best. [VS0060]
  - f. Believes that you will be a success. [VS0061]
- Q16d. Thinking about FRIENDS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...
  - a. At school, you have a FRIEND you can talk to who cares about your feelings and what happens to you. [VS0062]
- Q16e. Thinking about the neighborhood where you live, would you strongly agree, agree, disagree, or strongly disagree with the following...
  - a. There is not a lot of crime in the neighborhood where you live. [VS0063]
  - b. You feel safe in the neighborhood where you live. [VS0064]
- Q16f. Thinking about the neighborhood where your school is located, would you strongly agree, agree, disagree, or strongly disagree with the following...
  - a. There is not a lot of crime in the neighborhood where you go to school. [VS0065]
  - b. You feel safe in the neighborhood where you go to school. [VS0066]
- Q20a. During this school year, has another student...
  - a. Posted hurtful information about you on the Internet—for example, on a social networking site like MySpace, Facebook, Formspring, or Twitter? [VS0106]
  - b. Purposely shared your private information, photos, or videos on the Internet or mobile phones in a hurtful way? [VS0107]
  - c. Threatened or insulted you through email? [VS0108]
  - d. Threatened or insulted you through instant messaging or chat? [VS0109]
  - e. Threatened or insulted you through text messaging? [VS0110]
  - f. Threatened or insulted you through online gaming—for example, while playing XBox, World of Warcraft, or similar activities? [VS0111]
  - g. Purposefully excluded you from online communications? [VS0112]

- Q23a. During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?
  - a. For example, did you ever STAY AWAY from the shortest route to school because you thought someone might attack or harm you? [VS0123]
  - b. The entrance into the school? [VS0124]
  - c. Any hallways or stairs in the building? [VS0125]
  - d. Parts of the school cafeteria? [VS0126]
  - e. Any school restrooms? [VS0127]
  - f. Other places inside the school building? [VS0128]
  - g. School parking lot? [VS0129]
  - h. Other places on school grounds? [VS0130]
- Q23a.1. During this school year, did you STAY AWAY from any online activities because you thought someone might be mean to you there? [VS0131]
- Q23b. Did you AVOID any activities at your school because you thought someone might attack or harm you? [VS0132]
- Q23c. Did you AVOID any classes because you thought someone might attack or harm you? [VS0133]
- Q23d. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school? [VS0134]

## APPENDIX C

A principal component analysis (PCA) of valid responses to Q16c was conducted using the MASS library in the software package R version 2.13.2. All responses were scaled before analysis. Table C.1 shows the proportion of variance explained by each of the components, and Table C.2 gives the loadings of each component onto the items.

**Table C.1. Importance of Each Component in Explaining the Variation in Responses**

	Comp. 1	Comp. 2	Comp. 3	Comp. 4	Comp. 5	Comp. 6
Standard deviation	2.01	0.79	0.68	0.59	0.56	0.48
Proportion of variance	0.67	0.10	0.08	0.06	0.05	0.04
Cumulative proportion	0.67	0.78	0.85	0.91	0.96	1.00

**Table C.2. Table of Loadings for the PCA**

	Comp. 1	Comp. 2	Comp. 3	Comp. 4	Comp. 5	Comp. 6
16c.a	0.37	-0.58	-0.72			
16c.b	0.38	-0.59	0.64	-0.32		
16c.c	0.42		0.19	0.66	0.59	
16c.d	0.42	0.28		0.37	-0.77	
16c.e	0.43	0.39	-0.11	-0.36	0.14	0.71
16c.f	0.43	0.31	-0.11	-0.44	0.17	-0.70

Note: Empty cells correspond to loadings close to zero.

**Attachment 3**  
**2013 SCS Questionnaire**

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**NOTICE - We are conducting this survey under the authority of Title 13, United States Code, Section 8. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes. Also, Title 42, Section 3732, United States Code, authorizes the Bureau of Justice Statistics, Department of Justice, to collect information using this survey. Title 42, Sections 3789g and 3735, United States Code also requires us to keep all information about you and your household strictly confidential.**

## ASK OF ALL PEOPLE AGES 12-18

FORM **SCS-1** U.S. DEPARTMENT OF COMMERCE  
Economics and Statistics Administration

We estimate that it will take from 5 to 15 minutes to complete this interview with 10 minutes being the average time. If you have any comments regarding these estimates or any other aspect of this survey, send them to the Associate Director for Finance and Administration, Room 2027, U.S. Census Bureau, Washington DC 20233, or to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, DC 20503. According to the Paperwork Reduction Act of 1995, no such persons are required to respond to a collection of information unless such collection displays a valid OMB control number.

U.S. Census Bureau  
ACTING AS COLLECTING AGENCY FOR THE  
BUREAU OF JUSTICE STATISTICS  
U.S. DEPARTMENT OF JUSTICE

SCHOOL CRIME SUPPLEMENT  
TO THE NATIONAL CRIME  
VICTIMIZATION SURVEY  
2013

### QUESTIONNAIRE

**Control number**

PSU Segment/Suffix Sample Designation/Suffix Serial/Suffix HH No. Spinoff Indicator

**A. FR Code**

001

**B. Respondent**

Line No.

002

Age

003

Name

**FIELD REPRESENTATIVE - Complete an SCS-1 form for all NCVS interviewed people ages 12-18. Do NOT complete an SCS-1 form for Type Z noninterview people or for people in Type A noninterview households.**

**C. Type of SCS Interview**

- 004 1  Personal - Self  
2  Telephone - Self  
3  Personal - Proxy  
4  Telephone - Proxy  
5  Noninterview - **SKIP to ITEM D**

**D. Reason for SCS noninterview**

- 005 2  Refused  
3  Not available  
4  NCVS completed in a Language other than English or Spanish  
5  Unknown reason (Internal category created for post data collection processing)  
6  Refused by parent

**SKIP to END**

**INTRO 1 - Now, I would like to ask some questions about your experiences at school. We estimate the survey will take about 10 minutes. The law authorizes the collection of this data and requires us to keep all information about you and your household strictly confidential.**

**E. SCREEN QUESTIONS FOR SUPPLEMENT**

**1a. Did you attend school at any time this school year?**

- 006 1  Yes  
2  No - **SKIP to END**

**1b. During that time, were you ever homeschooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school?**

- 092 1  Yes  
2  No - **SKIP to 2b**

**1c. Was all of your schooling this school year homeschooling?**

- 007 1  Yes - **SKIP to END**  
2  No

<p><b>2a.</b> During the time you were homeschooled this school year, what grade would you have been in if you were in a public or private school?</p>	<p>093 0 <input type="checkbox"/> Fifth or under - <b>SKIP to END</b></p> <p>1 <input type="checkbox"/> Sixth</p> <p>2 <input type="checkbox"/> Seventh</p> <p>3 <input type="checkbox"/> Eighth</p> <p>4 <input type="checkbox"/> Ninth</p> <p>5 <input type="checkbox"/> Tenth</p> <p>6 <input type="checkbox"/> Eleventh</p> <p>7 <input type="checkbox"/> Twelfth</p> <p>8 <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - <b>SKIP to END</b></p> <p style="text-align: right;">} <b>SKIP to INTRO 2</b></p>
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<p><b>2b.</b> What grade are you in?</p>	<p>008 0 <input type="checkbox"/> Fifth or under - <b>SKIP to END</b></p> <p>1 <input type="checkbox"/> Sixth</p> <p>2 <input type="checkbox"/> Seventh</p> <p>3 <input type="checkbox"/> Eighth</p> <p>4 <input type="checkbox"/> Ninth</p> <p>5 <input type="checkbox"/> Tenth</p> <p>6 <input type="checkbox"/> Eleventh</p> <p>7 <input type="checkbox"/> Twelfth</p> <p>8 <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - <b>SKIP to END</b></p> <p style="text-align: right;">} <b>SKIP to 3</b></p>
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FIELD REPRESENTATIVE - Read introduction only if any of the boxes 1-8 are marked in item 2a.

**INTRO 2 - The following questions pertain only to your attendance at a public or private school and not to being homeschooled.**

<p><b>3.</b> In what month did your current school year begin?</p>	<p>009 1 <input type="checkbox"/> August</p> <p>2 <input type="checkbox"/> September</p> <p>3 <input type="checkbox"/> Other - <i>Specify</i> _____</p>
--	---

**F. ENVIRONMENTAL QUESTIONS**

<p><b>6a.</b> What is the complete name of your school? _____</p> <p><b>6b.</b> In what city, county, and state is your school located?</p>	<p>012 School Name</p> <p>013 City</p> <p>014 County</p> <p>015 State</p>
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<p><b>7a.</b> Is your school public or private? _____</p> <p><b>7b.</b> Is this the regular school that most of the students in your neighborhood attend? _____</p> <p><b>7c.</b> Is your school affiliated with a religion?</p>	<p>016 1 <input type="checkbox"/> Public - <i>ASK 7b</i></p> <p>2 <input type="checkbox"/> Private - <b>SKIP to 7c</b></p> <hr/> <p>017 1 <input type="checkbox"/> Yes } <b>SKIP to 8</b></p> <p>2 <input type="checkbox"/> No }</p> <hr/> <p>018 1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p> <p>3 <input type="checkbox"/> Don't know</p>
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<p><b>8. What grades are taught in your school?</b></p> <p>Pre-K or Kindergarten 00  01  02  03  04  05  06  07  08  09  10  11  12 H.S. Senior  13 Post-graduate  20 All ungraded  30 All Special Education</p>	<p>Grades:</p> <p>020 <input type="checkbox"/> <input type="checkbox"/> (lowest)  TO  021 <input type="checkbox"/> <input type="checkbox"/> (highest)</p>
<p><b>9. How do you get to school most of the time this school year?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p>	<p>022 1 <input type="checkbox"/> Walk  2 <input type="checkbox"/> School bus  3 <input type="checkbox"/> Public bus, subway, train  4 <input type="checkbox"/> Car  5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle  6 <input type="checkbox"/> Some other way - <i>Specify</i></p>
<p><b>10. How long does it take you to get from your home to school most of the time?</b></p>	<p>023 1 <input type="checkbox"/> Less than 15 minutes  2 <input type="checkbox"/> 15-29 minutes  3 <input type="checkbox"/> 30-44 minutes  4 <input type="checkbox"/> 45-59 minutes  5 <input type="checkbox"/> 60 minutes or longer</p>
<p><b>11. How do you get home from school most of the time this school year?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><i>If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.</i></p>	<p>024 1 <input type="checkbox"/> Walk  2 <input type="checkbox"/> School bus  3 <input type="checkbox"/> Public bus, subway, train  4 <input type="checkbox"/> Car  5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle  6 <input type="checkbox"/> Some other way - <i>Specify</i></p> <p>_____</p>
<p><b>12a. How often do you leave school grounds at lunch time?</b></p> <p>(READ CATEGORIES)</p> <p>_____</p>	<p>026 1 <input type="checkbox"/> <b>Never</b>  2 <input type="checkbox"/> <b>Once or twice a year</b>  3 <input type="checkbox"/> <b>Once or twice a month</b>  4 <input type="checkbox"/> <b>Once or twice a week</b>  5 <input type="checkbox"/> <b>Almost every day</b></p> <p>_____</p>
<p><b>12b. Are students in your grade level allowed to leave school grounds to eat lunch?</b></p>	<p>025 1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No  3 <input type="checkbox"/> Don't know</p>

<b>13a. During this school year, have you participated in any of the following activities sponsored by your school:</b>  <b>a. Athletic teams at school?</b>  <b>b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?</b>  <b>c. Performing arts, for example, Band, Choir, Orchestra, or Drama?</b>  <b>d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?</b>  <b>e. Student government?</b>  <b>f. [IF GRADES 6, 7, or 8 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?</b>  <b>[IF GRADES 9, 10, 11, or 12 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, Key Club, or Interact? Do not include community service hours required for graduation.</b>  <b>g. Other school clubs or school activities?</b>	120	Yes 1 <input type="checkbox"/>	No 2 <input type="checkbox"/>
	121	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	122	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	123	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	124	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	125	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	126	1 <input type="checkbox"/>	2 <input type="checkbox"/>
		Specify _____ ↘ _____	

<b>14a. Does your school take any measures to make sure students are safe?</b>  <b>For example, does the school have:</b>  <b>a. Security guards or assigned police officers?</b>  <b>b. Other school staff or other adults supervising the hallway?</b>  <b>c. Metal detectors, including wands?</b>  <b>d. Locked entrance or exit doors during the day?</b>  <b>e. A requirement that visitors sign in?</b>  <b>f. Locker checks?</b>  <b>g. A requirement that students wear badges or picture identification?</b>  <b>h. One or more security cameras to monitor the school?</b>  <b>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</b>		Yes	No	Don't know	School does not have lockers
	028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	

<p><b>14b. If you hear about a threat to school or student safety, do you have a way to report it to someone in authority without giving your name?</b></p> <p>FIELD REPRESENTATIVE - <i>The term 'authority' includes the police, teachers, principals, security guards, or other school staff. It does not include the student's parents, guardians, or peers.</i></p>	<p style="text-align: center;"><b>Yes      No      Don't know</b></p> <p>167    1 <input type="checkbox"/>    2 <input type="checkbox"/>    3 <input type="checkbox"/></p>																														
<p><b>15a. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?</b></p> <p>(READ CATEGORIES.)</p>	<p>156    1 <input type="checkbox"/> <b>Never</b>  2 <input type="checkbox"/> <b>Almost never</b>  3 <input type="checkbox"/> <b>Sometimes</b>  4 <input type="checkbox"/> <b>Most of the time</b></p>																														
<p><b>15b. In general, how often do teachers punish students during your classes?</b></p> <p>(READ CATEGORIES.)</p>	<p>157    1 <input type="checkbox"/> <b>Never</b>  2 <input type="checkbox"/> <b>Almost never</b>  3 <input type="checkbox"/> <b>Sometimes</b>  4 <input type="checkbox"/> <b>Most of the time</b></p>																														
<p><b>16a. I am going to read a list of statements that could describe a school. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p>a. Everyone knows what the school rules are.</p> <p>b. The school rules are fair.</p> <p>c. The punishment for breaking school rules is the same no matter who you are.</p> <p>d. The school rules are strictly enforced.</p> <p>e. If a school rule is broken, students know what kind of punishment will follow.</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%; text-align: center;"><b>Strongly Agree</b></th> <th style="width: 15%; text-align: center;"><b>Agree</b></th> <th style="width: 15%; text-align: center;"><b>Disagree</b></th> <th style="width: 15%; text-align: center;"><b>Strongly Disagree</b></th> </tr> </thead> <tbody> <tr> <td>034</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>035</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	034	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p><b>16b. Thinking about the TEACHERS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p>a. Teachers treat students with respect.</p> <p>b. Teachers care about students.</p> <p>c. Teachers do or say things that make students feel bad about themselves.</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%; text-align: center;"><b>Strongly Agree</b></th> <th style="width: 15%; text-align: center;"><b>Agree</b></th> <th style="width: 15%; text-align: center;"><b>Disagree</b></th> <th style="width: 15%; text-align: center;"><b>Strongly Disagree</b></th> </tr> </thead> <tbody> <tr> <td>127</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>128</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>129</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	128	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	129	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p><b>16c. Thinking about all of the ADULTS at your school, including teachers, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p>There is an ADULT at school who...</p> <p>a. Really cares about you.</p> <p>b. Notices when you are not there.</p> <p>c. Listens to you when you have something to say.</p> <p>d. Tells you when you do a good job.</p> <p>e. Always wants you to do your best.</p> <p>f. Believes that you will be a success.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>173SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>174SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>175SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>176SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>177SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>178SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	173SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	174SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	175SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	176SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	177SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	178SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p><b>16d. Thinking about FRIENDS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p>a. At school, you have a FRIEND you can talk to, who cares about your feelings and what happens to you.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>132</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	132	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																									
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<p><b>16e. Thinking about the neighborhood where you live, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p>a. There is not a lot of crime in the neighborhood where you live.</p> <p>b. You feel safe in the neighborhood where you live.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>179SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>180SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	179SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	180SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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<p><b>16f. Thinking about the neighborhood where your school is located, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p>a. There is not a lot of crime in the neighborhood where you go to school.</p> <p>b. You feel safe in the neighborhood where you go to school.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>181SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>182SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	181SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	182SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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INTRO 3 - Now I have some questions about things that happen at school. For this survey, "at school" includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.

17a. The following question refers to the availability of drugs and alcohol at your school.

Tell me if you don't know what any of these items are.

FIELD REPRESENTATIVE - For "Don't Know" responses, probe if necessary to determine if respondent means they do not know if the drug is available or if they do not know the drug.

FIELD REPRESENTATIVE - For each item ask,

Is it possible to get \_\_\_\_\_ at your school?

a. Alcoholic beverages

	Yes	No	Don't know	Don't know drug
--	-----	----	------------	-----------------

040 1  2  3  4

b. Marijuana

041 1  2  3  4

c. Crack

042 1  2  3  4

d. Other forms of cocaine

043 1  2  3  4

e. Uppers such as ecstasy, crystal meth or other illegal stimulants

097 1  2  3  4

f. Downers such as GHB or sleeping pills

098 1  2  3  4

g. LSD or acid

045 1  2  3  4

h. PCP or angel dust

046 1  2  3  4

i. Heroin or smack

047 1  2  3  4

j. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Vicodin, or Xanax

159 1  2  3  4

k. Other illegal drugs

If "Yes" is marked, ASK - What drugs?  
(Exclude tobacco products.)

048 1  2  3  4

Specify \_\_\_\_\_

FIELD REPRESENTATIVE - Refer to Drug Slang Card (SCS-2). Reclassify the "other illegal drug(s)" to one of the categories a-i if possible. If able to reclassify the drug(s) mentioned, mark the "No" box in category k, otherwise, mark the "Yes" box in category k and enter the "other illegal drug(s)" mentioned in the Specify space.

17b. During this school year, did you know for sure that any students were on drugs or alcohol while they were at school?

101 1  Yes  
2  No

17c. During this school year, did anyone offer, or try to sell or give you an illegal drug other than alcohol or tobacco at your school?

102 1  Yes  
2  No

**G. FIGHTING, BULLYING AND HATE BEHAVIORS**

<p><b>18a.</b> During this school year, have you been in one or more physical fights at school?</p>	<p>103    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 19a</p>																								
<p><b>18b.</b> During this school year, how many times have you been in a physical fight at school?</p>	<p>104    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Number of times)</p>																								
<p><b>19a.</b> Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?</p> <p>That is, has another student...</p> <p><i>(Read each category a-g.)</i></p> <p>a. Made fun of you, called you names, or insulted you, in a hurtful way?</p> <p>b. Spread rumors about you or tried to make others dislike you?</p> <p>c. Threatened you with harm?</p> <p>d. Pushed you, shoved you, tripped you, or spit on you?</p> <p>e. Tried to make you do things you did not want to do, for example, give them money or other things?</p> <p>f. Excluded you from activities on purpose?</p> <p>g. Destroyed your property on purpose?</p>	<table border="0"> <thead> <tr> <th></th> <th align="center">Yes</th> <th align="center">No</th> </tr> </thead> <tbody> <tr> <td>134</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>135</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>136</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>137</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>138</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>139</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>140</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	134	1 <input type="checkbox"/>	2 <input type="checkbox"/>	135	1 <input type="checkbox"/>	2 <input type="checkbox"/>	136	1 <input type="checkbox"/>	2 <input type="checkbox"/>	137	1 <input type="checkbox"/>	2 <input type="checkbox"/>	138	1 <input type="checkbox"/>	2 <input type="checkbox"/>	139	1 <input type="checkbox"/>	2 <input type="checkbox"/>	140	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<p><b>CHECK Item 19a</b> Are any of the categories a-g marked "Yes" in Q19a above?</p>	<p>1 <input type="checkbox"/> Yes - <b>ASK</b> 19b 2 <input type="checkbox"/> No - <b>SKIP</b> to 20a</p>																								
<p><b>19b.</b> You just indicated that someone had bullied you during this school year. Thinking about all of the ways in which you were bullied, how often did all of those things happen? <i>(READ CATEGORIES 1-4.)</i></p>	<p>142    1 <input type="checkbox"/> Once or twice this school year 2 <input type="checkbox"/> Once or twice a month 3 <input type="checkbox"/> Once or twice a week, or 4 <input type="checkbox"/> Almost every day</p>																								
<p><b>19c.</b> Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur ... <i>(READ CATEGORIES) Mark (X) all that apply</i></p>	<p>143    1 <input type="checkbox"/> In a classroom at school? 168    2 <input type="checkbox"/> In a hallway or stairwell at school? 169    3 <input type="checkbox"/> In a bathroom or locker room at school? 173    4 <input type="checkbox"/> In a cafeteria or lunch room at school? 146    5 <input type="checkbox"/> Somewhere else inside the school building? – <i>Specify</i> _____ 144    6 <input type="checkbox"/> Outside on school grounds? 145    7 <input type="checkbox"/> On a school bus?</p>																								
<p><b>19d.</b> Was a teacher or some other adult at school notified about this bullying?</p>	<p>147    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																								
<p><b>CHECK Item B</b> Is Box 4 in Question 19a marked "Yes"?</p>	<p>160SCS 1 <input type="checkbox"/> Yes - <b>ASK</b> 19e 2 <input type="checkbox"/> No - <b>SKIP</b> to 20a</p>																								

<p><b>19e. What were the injuries you suffered as a result of being pushed, shoved, tripped, or spit on?</b></p> <p><i>Mark (X) all that apply</i></p>	<p>148 1 <input type="checkbox"/> None  149 2 <input type="checkbox"/> Bruises or swelling  150 3 <input type="checkbox"/> Cuts, scratches, or scrapes  151 4 <input type="checkbox"/> Black eye/bloody nose  152 5 <input type="checkbox"/> Teeth chipped or knocked out  153 6 <input type="checkbox"/> Broken bones/internal injuries  154 7 <input type="checkbox"/> Knocked unconscious  155 8 <input type="checkbox"/> Other - <i>Specify</i> _____</p>																								
<p><b>20a. Now I have some questions about what students do that could occur <i>anywhere</i> and that make you feel bad or are hurtful to you. You may include events you told me about already.</b></p> <p><b>During this school year, has another student....</b></p> <p><i>(Read each category a-g.)</i></p> <p>a. <b>Posted hurtful information about you on the Internet, for example, on a social networking site like MySpace, Facebook, Formspring, or Twitter?</b></p> <p>b. <b>Purposely shared your private information, photos, or videos on the Internet or mobile phones in a hurtful way?</b></p> <p>c. <b>Threatened or insulted you through email?</b></p> <p>d. <b>Threatened or insulted you through instant messaging or chat?</b></p> <p>e. <b>Threatened or insulted you through text messaging?</b></p> <p>f. <b>Threatened or insulted you through online gaming, for example, while playing XBOX, World of Warcraft, or similar activities?</b></p> <p>g. <b>Purposefully excluded you from online communications?</b></p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;"><b>Yes</b></th> <th style="text-align: center;"><b>No</b></th> </tr> </thead> <tbody> <tr> <td>161</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>183SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>170</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>162</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>163</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>171</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>172</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Yes</b>	<b>No</b>	161	1 <input type="checkbox"/>	2 <input type="checkbox"/>	183SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	170	1 <input type="checkbox"/>	2 <input type="checkbox"/>	162	1 <input type="checkbox"/>	2 <input type="checkbox"/>	163	1 <input type="checkbox"/>	2 <input type="checkbox"/>	171	1 <input type="checkbox"/>	2 <input type="checkbox"/>	172	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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172	1 <input type="checkbox"/>	2 <input type="checkbox"/>																							
<p><b>CHECK Item 20a</b> Are any of the categories a-g marked "Yes" in Q20a above?</p>	<p>1 <input type="checkbox"/> Yes - <b>ASK</b> 20b  2 <input type="checkbox"/> No - <b>SKIP</b> to 21a</p>																								
<p><b>20b. You just indicated that someone had bullied you online (or through text messaging) during this school year. Thinking about all of the ways in which you were bullied online (or through text messaging), how often did all of those things happen?</b></p> <p><i>(READ CATEGORIES 1-4)</i></p>	<p>165</p> <p>1 <input type="checkbox"/> <b>Once or twice this school year</b>  2 <input type="checkbox"/> <b>Once or twice a month</b>  3 <input type="checkbox"/> <b>Once or twice a week, or</b>  4 <input type="checkbox"/> <b>Almost every day</b></p>																								

<b>20c. Was a teacher or some other adult <i>at school</i> notified about this bullying online (or through text messaging)?</b>	166    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No																												
<b>21a. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.</b>	065    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 22																												
<b>21b. Were any of the hate-related words related to ...</b>  a. Your race? b. Your religion? c. Your ethnic background or national origin (for example, people of Hispanic origin)? d. Any disability (by this I mean physical, mental, or developmental disabilities) you may have? e. Your gender? f. Your sexual orientation?  If "Yes," SAY - (by this we mean homosexual, bisexual, or heterosexual)	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>107SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>108SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>109SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>110SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>111SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>112SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	107SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	108SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	109SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	110SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	111SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	112SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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<b>22. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</b>	066    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No																												
<b>H. AVOIDANCE</b>																													
<b>23a. During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?</b>  <i>(READ CATEGORIES.)</i>  a. For example, did you ever STAY AWAY from the shortest route to school because you thought someone might attack or harm you? b. The entrance into the school? c. Any hallways or stairs in school? d. Parts of the school cafeteria? e. Any school restrooms? f. Other places inside the school building? g. School parking lot? h. Other places on school grounds?	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>068</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>069</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>070</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>071</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>072</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>073</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>074</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>075</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	068	1 <input type="checkbox"/>	2 <input type="checkbox"/>	069	1 <input type="checkbox"/>	2 <input type="checkbox"/>	070	1 <input type="checkbox"/>	2 <input type="checkbox"/>	071	1 <input type="checkbox"/>	2 <input type="checkbox"/>	072	1 <input type="checkbox"/>	2 <input type="checkbox"/>	073	1 <input type="checkbox"/>	2 <input type="checkbox"/>	074	1 <input type="checkbox"/>	2 <input type="checkbox"/>	075	1 <input type="checkbox"/>	2 <input type="checkbox"/>	
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075	1 <input type="checkbox"/>	2 <input type="checkbox"/>																											

23a.1. During this school year, did you <b>STAY AWAY</b> from any online activities because you thought someone might be mean to you there?	184SCS 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No												
23b. Did you <b>AVOID</b> any activities at your school because you thought someone might attack or harm you?	076 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No												
23c. Did you <b>AVOID</b> any classes because you thought someone might attack or harm you?	077 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No												
23d. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?	078 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No												
<b>I. FEAR</b>													
24. How often are you afraid that someone will attack or harm you in the school building or on school property?  ( <i>READ CATEGORIES.</i> )	079 1 <input type="checkbox"/> <b>Never</b> 2 <input type="checkbox"/> <b>Almost never</b> 3 <input type="checkbox"/> <b>Sometimes</b> 4 <input type="checkbox"/> <b>Most of the time</b>												
25. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?  ( <i>READ CATEGORIES</i> )	080 1 <input type="checkbox"/> <b>Never</b> 2 <input type="checkbox"/> <b>Almost never</b> 3 <input type="checkbox"/> <b>Sometimes</b> 4 <input type="checkbox"/> <b>Most of the time</b>												
26. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?  ( <i>READ CATEGORIES</i> )	081 1 <input type="checkbox"/> <b>Never</b> 2 <input type="checkbox"/> <b>Almost never</b> 3 <input type="checkbox"/> <b>Sometimes</b> 4 <input type="checkbox"/> <b>Most of the time</b>												
<b>J. WEAPONS</b>													
27. In the next series of questions we are going to ask you about weapons at your school. All your responses are strictly confidential and will not be shared with anyone.  Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did <b>YOU</b> ever bring the following to school or onto school grounds?  ( <i>READ CATEGORIES.</i> )  a. A gun?  b. A knife brought as a weapon?  c. Some other weapon?	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 40%; text-align: center;"><b>Yes</b></th> <th style="width: 40%; text-align: center;"><b>No</b></th> </tr> </thead> <tbody> <tr> <td>082 1 <input type="checkbox"/></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>083 1 <input type="checkbox"/></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>084 1 <input type="checkbox"/></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Yes</b>	<b>No</b>	082 1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	083 1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	084 1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	<b>Yes</b>	<b>No</b>											
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084 1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>											
28a. Do you know of any other students who have brought a gun to your school during this school year?	085 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 29												

28b. Have you actually seen another student with a gun at school during this school year?	086 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know												
29. During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?	113 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No												
<b>K. GANGS</b>													
INTRO 4 - Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity. Your responses are confidential.													
30. Are there any gangs at your school?	058 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 34 3 <input type="checkbox"/> Don't know												
31. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?  (READ CATEGORIES 1-5)	089 1 <input type="checkbox"/> <b>Never</b> 2 <input type="checkbox"/> <b>Once or twice this school year</b> 3 <input type="checkbox"/> <b>Once or twice a month</b> 4 <input type="checkbox"/> <b>Once or twice a week, or</b> 5 <input type="checkbox"/> <b>Almost every day</b>												
32. Have gangs been involved in the sale of drugs at your school during this school year?	090 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know												
<b>L. STUDENT CHARACTERISTICS</b>													
34. During this school year, across all subjects have you gotten mostly -  (READ CATEGORIES 1-5)	116 1 <input type="checkbox"/> <b>A's</b> 2 <input type="checkbox"/> <b>B's</b> 3 <input type="checkbox"/> <b>C's</b> 4 <input type="checkbox"/> <b>D's</b> 5 <input type="checkbox"/> <b>F's</b> 6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent												
33a. During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that all your responses are strictly confidential and will not be shared with anyone.	114 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 35 3 <input type="checkbox"/> Don't know - <b>SKIP</b> to 35												
33b. During the last 4 weeks of school, on how many days did you skip at least one class?	115 <input type="checkbox"/> <input type="checkbox"/> (Number of days)												
35. Thinking about the future, do you think you will ...	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 30%; text-align: center;">Yes</th> <th style="width: 30%; text-align: center;">No</th> <th style="width: 30%; text-align: center;">Don't know</th> </tr> </thead> <tbody> <tr> <td>a. Attend school after high school, such as a college or technical school? .....</td> <td>117 1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/> -- <b>END</b></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>b. Graduate from a 4-year college? .....</td> <td>118 1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	a. Attend school after high school, such as a college or technical school? .....	117 1 <input type="checkbox"/>	2 <input type="checkbox"/> -- <b>END</b>	3 <input type="checkbox"/>	b. Graduate from a 4-year college? .....	118 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	Yes	No	Don't know										
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b. Graduate from a 4-year college? .....	118 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>										

**Attachment 4**  
**Cognitive Lab Testing of Questions, July 2012**

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# **Cognitive Testing of Questions Related to Bullying for the School Crime Supplement**

Summary of Findings and Recommendations

July 2012

Submitted to:  
**United States Census Bureau**

Submitted by:



ICF International, LLC  
9300 Lee Highway  
Fairfax, VA 22031-1207  
[www.icfi.com](http://www.icfi.com)

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- Appendix A: Interview Protocol for Testing Round 1
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## Background

In June 2012, the United States Census Bureau contracted with ICF International to plan and carry out a series of cognitive interviews with middle school-aged students to test potential bullying items for the School Crime Supplement (SCS), a national survey administered to students aged 12 to 18 years. The goal of the project was to gather information on how students interpret different survey items related to bullying, and to use this information to develop revised items that will produce estimates that better align with the definition of bullying used by the Centers for Disease Control and Prevention (CDC):

*Bullying is (1) unwanted, aggressive behavior among school-aged children that involves (2) a real or perceived power imbalance. (3) The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.*

*In order to be considered bullying, the behavior must be aggressive and include the following:*

- ***An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.*
- ***Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.*
- *Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.<sup>1</sup>*

The researchers focused on three key aspects of this definition: (1) that bullying represents unwanted and aggressive behavior; (2) that it relies on an imbalance of power; and (3) that there must be repetition or the potential for repetition.

This report begins with a brief summary of ICF's methodology in planning and carrying out these interviews. We then discuss each of our two rounds of research in detail.

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<sup>1</sup> Stopbullying.gov. (n.d.). Definition of bullying. Washington, DC: Author. Retrieved from <http://www.stopbullying.gov/what-is-bullying/definition/index.html>

## Methodology

Two separate rounds of research were conducted by ICF, each consisting of 16 interviews with middle school-aged children. All interviews were conducted in person at a research facility outside of Baltimore, Maryland. Respondents were contacted by a professional marketing research company via telephone, and screened for eligibility. Upon arrival at the facility, students were asked to sign an informed assent form, and their parents were asked to sign an informed consent form. The length of the interviews averaged 45 minutes.

The recruiting screener that was used for the project was designed to ensure the inclusion of a range of respondents. Sixteen respondents were interviewed in each round, for a total of 32. Some of the characteristics of these respondents are summarized in Table 1 below.

**Table 1: Respondents' Demographic Information**

	<b>Round 1 (n=16)</b>	<b>Round 2 (n=16)</b>	<b>Total (n=32)</b>
<b>Gender</b>			
Male	8	5	13 (41%)
Female	8	11	19 (59%)
<b>Age</b>			
11	-	3	3 (9%)
12	5	4	9 (28%)
13	9	6	15 (47%)
14	2	3	5 (16%)
<b>Ethnicity</b>			
African-American	11	6	17 (53%)
Caucasian	2	6	8 (25%)
Hispanic	3	2	5 (16%)
Other	-	2	2 (6%)
<b>Most Recent Grade Completed</b>			
6th grade	7	4	11 (34%)
7th grade	2	5	7 (22%)
8th grade	7	7	14 (44%)

Separate interview protocols were developed for each of the two rounds; these are discussed in more detail later in this report. In both cases, the interview protocol included three types of questions:

- General questions about respondents' attitudes toward and experiences with bullying, such as asking them to describe examples of bullying at school and asking whether they have heard of cyberbullying.

- Questions asking respondents to comment on the draft survey items they were shown (e.g., “Is there anything confusing about this question?” or “Do you think any other types of bullying need to be added to this list?”).
- Questions asking respondents how they would answer different survey items if various incidents happened to them. These questions were based on several vignettes that were used—short narrative descriptions of episodes that some respondents might consider bullying.

## Results from ICF Cognitive Testing of Bullying Items: Round 1 Interviews

Round 1 of the cognitive research focused primarily on three different survey items:

- Question A: The SCS bullying item used currently.
- Question B: An item from Swearer and Carey’s Bully Survey.
- Question C: An item on bullying from the Youth Risk Behavior Survey.

Each respondent was asked to respond to two of these three items; all were shown Question A and either Question B or Question C. The order in which respondents were shown the two questions was randomized to account for order effects. At the end of his or her interview, each respondent was also shown Question D, which is an item currently used on the SCS to ask about cyberbullying.

During the portion of the interview that focused on vignettes, each respondent was shown five different vignettes in random order. Vignettes 1 and 5 contained all three elements of the CDC bullying definition. Each of the other vignettes omitted one of the three elements: Vignette 2 omitted power imbalance, Vignette 3 omitted aggressive unwanted behavior, and Vignette 4 omitted the potential for repetition.

### *Respondents’ Definitions of Bullying*

At the beginning of their interviews, respondents were asked to define “bullying” in their own words.

- Most respondents indicated that bullying could be either verbal (such as teasing, calling names, making fun of or picking on someone) or physical (such as hitting, fighting, or abusing someone).
- When describing bullying, a number of respondents mentioned at least one of the three factors included in the CDC definition.
  - Most of the respondents included some aspect of unwanted aggressive behavior in their descriptions. These included descriptions such as picking on a person, hurting someone, or beating someone up “to let off steam.” Some respondents added that they considered these behaviors to be bullying because they were done intentionally to hurt someone or to make someone feel bad.
  - A few respondents described some aspect of power imbalance, such as picking on a person who cannot hit you back; an older, stronger kid picking on kids who are younger and smaller; or making fun of someone because they are different.
  - Only one respondent mentioned repetition in his description. This respondent indicated that bullying is “taking anger out on other kids, and when you keep doing it.”

- None of the respondents mentioned all three of these aspects when describing bullying.
- A number of respondents included other potential aspects of bullying in their descriptions.
  - Several respondents commented that the victim has to be hurt emotionally or physically for them to consider certain behavior as bullying. For example, one respondent said that if the “victim” is not really harmed by a behavior, then that behavior cannot be bullying.
  - Some respondents also noted that bullies harm other students for no reason. For example, they thought, if a victim starts a conflict or otherwise “deserves” what happens to them, then they have not been bullied.
- Respondents gave a variety of examples of situations or behaviors that they considered to be bullying:
  - One female respondent provided examples of what she called “girl bullying”—for example, when a girl talked about her friends behind their backs.
  - A respondent described a bigger, older student at school who always pushes smaller kids down.
  - One respondent described a situation in which a taller student told another to give him his lunch money.
  - A respondent described an incident in which several students had teased an overweight student.

### *Reactions to Bullying Item from the School Crime Supplement (Question A)*

- Most of the respondents found Question A to be clear and easy to understand and believed that the bullying behaviors listed were appropriate.
- Some respondents seemed to only skim the initial stem for Question A, and focused almost exclusively on the individual parts of the question.
- **Part C:** One respondent felt that Part C was too broad and was not sure if “threatened you with harm” meant threatening to “socially ruin you” or “hurt you physically.”
- **Part E:** One respondent interpreted Part E to mean that a group would make you do things in order to be a part of their social circle. She questioned whether this behavior might be “peer pressure” instead of bullying.
- **Part F:** One respondent was unsure what Part F meant, and eventually decided that it referred to situation in which a group of students did not allow another student to participate in a game. Another respondent thought Part F might be referring to students who were excluded from “cliques or groups.” This respondent suggested adding the phrase “or groups” to the question, so that it would read “Excluded you from activities or groups on purpose.”
- **Part G:** One respondent did not understand Part G because he interpreted the word “property” to mean land.

- When asked whether there were any other behaviors that should be added to the list, a few respondents thought that a question relating to bullying that happens online or “cyberbullying” should be added. Other respondents suggested adding parts to the question about revealing a secret or hurting a person’s family.

### *Reactions to Item from Swearer and Carey’s Bully Survey (Question B)*

- All eight respondents who saw Question B said it was easy to understand and clear. Respondents also generally thought that Question B’s description of bullying was accurate.
- One respondent initially said that “spreading rumors,” which is included in a list of examples in Question B, was not bullying. However, he then decided that if someone deliberately spread rumors in order to hurt someone’s feelings, it would qualify as bullying.
- One respondent mentioned that this question does not include cyberbullying in the list, and thought it should be included.

### *Reactions to Item from the Middle School Youth Risk Behavior Survey (Question C)*

- All respondents who saw Question C said it was easy to understand and clear. Most of the respondents thought that Question C’s description of bullying was accurate.
- Some respondents did not read the definition of bullying carefully when answering this question. Once these respondents realized that the question was asking about bullying, they skipped to the actual question and did not read the introductory text.
- Three respondents said that the description of bullying should not include the phrase “over and over” because certain behaviors could still be bullying if they happened only once.
- One respondent disagreed with the sentence indicating that “it is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way.” This respondent said that if two people of equal strength and power were arguing in a friendly way and one person ended up feeling bad, they would still consider it to be bullying.
- Another respondent thought that the reference to “strength or power” might be confusing for girls who were answering the survey because “girls usually don’t get into physical fights.”

### *Respondents’ Reactions to Vignettes*

After being shown either Question A, B, or C and asked for initial reactions, respondents were shown a series of five vignettes that described different episodes that could be perceived as bullying. Each vignette was specifically created to either include all three factors of the CDC definition (unwanted aggression, a power imbalance, and repetition), or to include only two of those three factors.

After reading each vignette, respondents were asked how they would answer that question if the episode described in the vignette had happened to them. Each respondent was asked to answer two of the three questions for each vignette. The order in which respondents saw both the questions and the vignettes was randomized.

After they had answered both questions, respondents were asked to reread each vignette and indicate whether they would consider the episode to be “bullying” on the basis of their own understanding of what that word means.

## Vignette 1

You used to be best friends with Sonia, but recently she has been ignoring you and hangs out with the popular crowd that sits together at lunch. You have tried to sit with them several times, but every time you do they tell you to leave and say mean things to you. Because of this, you now sit alone at lunch.

**Unwanted Aggression:** Yes

**Repetition:** Yes

**Power Imbalance:** Yes

Respondents Who Answered “Yes”			
Question A (n = 14)	Question B (n = 7)	Question C (n = 8)	Own Opinion (n = 16)
14 (100%) <sup>2</sup> 11 for F 10 for A 4 for C 1 for E	7 (100%)	7 (88%)	12 (75%)

### Question A

- All respondents said “Yes” to at least one part of Question A. Most respondents answered “Yes” to Part A and explained that it was because Sonia said mean things to the victim. Most also answered “Yes” to Part F because Sonia excluded the victim and did not let her sit with her new friends.
- Respondents generally indicated that if the respondents in the scenario were just teasing or being playful, they would have answered “No” to this item. One respondent also said she would have answered “No” if the victim had given Sonia reason for not wanting to be her friend.

<sup>2</sup> In this table and subsequent tables for other vignettes, the first figure listed for Question A is the number of respondents who answered “Yes” to any part of the question. The numbers answering “Yes” to specific parts of the question are then listed.

## Question B

- All respondents who were asked to respond to Question B said “Yes.” When asked why they answered “Yes,” respondents said that the victim was not being treated equally, and was excluded, neglected, or was being ignored.
- One respondent said that she would not consider it to be bullying if the victim had found a new group of friends. This seemed to be because this respondent would have then felt that the victim had not suffered any harm from the episode.

## Question C

- All but one respondent said “Yes” to Question C. One respondent said “Yes” because the group of friends laughed at the victim. One said “Yes” because the victim did nothing to provoke this treatment, and one said “Yes” because the group of friends was trying to hurt the other student.
- The respondent who said “No” explained that while the kids in the scenario were being rude, the behavior described was “not a big deal.”

## Respondents’ Own Opinion

- When asked whether the behavior described in Vignette 1 was bullying, 12 respondents said “Yes” because the kids were being mean, excluded and ignored her and tried to hurt her. Most of these respondents said that these kinds of behaviors would always be bullying.
- Four respondents said Vignette 1 did not describe bullying. One person said it was not bullying because this type of behavior happened a lot. Another said that no real harm was done to the victim so it was not bullying. One respondent thought that it was not bullying because although the group was picking on her, they only ignored her and did not “get physical.” The fourth thought that it was not bullying because the group was simply exercising a choice not to sit with the “victim.”

## Summary

- When shown Vignette 1, almost all respondents answered “Yes” to all three questions. They did so even though a quarter of them would not have considered this scenario to be “bullying” on their own.

## Vignette 2

You go to school with someone named Dave who does not have many friends. Although he is younger and smaller than you, when you pass Dave in the hall, he sometimes bumps into you and tries to act tough. It doesn’t hurt at all, but it is annoying—and even though everyone at the school thinks Dave is being a jerk, he keeps doing it.

**Unwanted Aggression:** Yes

**Repetition:** Yes

**Power Imbalance:** No

Respondents Who Answered “Yes”			
Question A (n = 16)	Question B (n = 8)	Question C (n = 8)	Own Opinion (n = 16)
15 (93%) 14 for D 4 for C 2 for A	3 (38%)	5 (63%)	8 (50%)

### Question A

- Fifteen respondents said “Yes” on at least one part of Question A. All but one of these respondents answered “Yes” to Part D because Dave pushed or shoved the other person on purpose. One person who said “Yes” to Part A explained that it was because Dave was trying to hurt the other person.
- One respondent said “No” and explained that “he didn’t shove or push you, just bumped into you.”
- Two respondents commented on the fact that the behavior in this scenario was repeated; both answered “Yes” to at least one part of Question A.
- Some respondents indicated that they would have answered “No” if Dave had bumped into them only accidentally or if Dave apologized and only did it once.

### Question B

- Only three respondents said “Yes” to Question B. Two respondents answered “Yes” because they felt Dave was trying to hurt the other person on purpose. The third respondent answered “Yes” because Dave was “bothering” the other person.
- Five of the respondents said “No” to Question B. Two of them said “No” specifically because Dave was smaller than his “victim.” The remaining respondents said “No” because they thought that Dave was not actually harming anyone.

### Question C

- Five respondents said “Yes” to Question C. Most of these respondents said they answered “Yes” because they thought Dave was trying to be mean, and had no reason to bump the other student.
- The remaining three respondents said “No.” These respondents explained their answer by saying that Dave did not have any friends, and was actually not hurting anyone.

### Respondents’ Own Opinion

- When asked whether the behavior described in Vignette 2 was bullying, half of the respondents said it was not. Five thought it was not bullying because Dave’s behavior was not hurting the other child. The remaining three respondents thought it was not bullying because Dave was smaller than his “victim.”

- The other eight respondents said the episode described in Vignette 2 was bullying. As noted above, these answers were based on the fact that Dave was trying to hurt his victim, and that the victim had not done anything to deserve that treatment.

### Summary

- Respondents generally answered Questions B and C in line with their own opinions of whether or not Vignette 2 truly described an episode of bullying. For Question A, on the other hand, respondents were likely to answer “Yes” even if they did not themselves think that bullying had occurred. This was likely due to the fact that for Question A, respondents seemed to be answering on the basis of whether or not each of the behaviors listed had occurred, as opposed to whether or not they thought bullying had taken place.

### Vignette 3

Last month, you told your best friend the names of a list of people at your school that you had a crush on and told her not to tell anyone. Later that month, you found out that she had told three of your other friends about your crushes. When you confronted her about it, she apologized and said she was bad at keeping secrets and didn't mean to tell. You are still good friends and you are not angry with her, but you are worried she might tell people other people about your crushes.

**Unwanted Aggression:** No

**Repetition:** Yes

**Power Imbalance:** Yes

Respondents Who Answered “Yes”			
Question A (n = 16)	Question B (n = 8)	Question C (n = 8)	Own Opinion (n = 16)
8 (50%) 6 for B 2 for A 1 for E 1 for F	2 (25%)	4 (50%) <sup>3</sup>	0 (0%)

### Question A

- Half of the respondents answered “Yes,” generally on Part B. Most of these respondents explained that they said “Yes” because the friend was spreading rumors. Three respondents said “Yes” because the episode would have made the victim feel hurt.
- The remaining half of respondents said “No.” Of those, some said “No” because the friend had not intentionally tried to harm them. One commented that no one was hurt

<sup>3</sup> One respondent answered “No” to Question C, but indicated that the only reason he had answered “No” was because he felt that the episode had not taken place on school property. Since Questions A and B did not mention the location of the bullying, and because this respondent indicated that if the episode described in Vignette 3 had taken place at school he would have responded “Yes,” he is included as a “Yes” response in this analysis to facilitate comparisons between the questions.

from the episode. Some said “No” because they thought that since the information that was shared was true, it did not classify as a rumor.

### **Question B**

- Only two respondents answered “Yes” based on Vignette 3.
- Six respondents answered “No” to Question B. Half said they answered “No” because the friend revealed the information unintentionally. One said “No” because the since two students were still friends, they assumed that no significant harm had been done. Another said “No” because none of the examples listed under Question B applied (i.e., the friend was not teasing or keeping the other student out of a group, and had not “spread a rumor” because the information was true).

### **Question C**

- Four respondents said “Yes” to Question C based on Vignette 3.
- Four respondents said “No” to Question C. One of these indicated that she would say “Yes” if the secret spread, or if it was posted on the Internet. Another said she would say “Yes” if the friend continued to reveal the information to others.

### **Respondents’ Own Opinion**

- When asked whether they thought the behavior described in Vignette 3 qualified as bullying, none of the respondents said that they did. Explanations included that no real harm was done, that the secret was only told to other friends, that it had happened only one time, and that the friend had apologized.

### **Summary**

- None of the respondents felt that Vignette 3 described bullying. Many of their explanations seemed to align with the CDC definition that requires unwanted aggression for an episode to be bullying.
- Some respondents answered “Yes” to all three questions, even though none felt that the scenario being described was actually bullying. This over-reporting effect was smallest with Question B.
- In the case of Question A (and to a lesser extent B), this effect may have been because respondents answered on the basis of whether individual behaviors listed in the question had taken place, as opposed to whether these behaviors represented bullying.

## Vignette 4

Last month, you were standing by yourself outside your school when an older, much bigger student that you had never seen before came up to you and says he is going to beat you up and then spits on you. That was the only time you ever saw him—about a week later, you learned that the respondent had transferred to another school out of state.

**Unwanted Aggression:** Yes

**Repetition:** No

**Power Imbalance:** Yes

Respondents Who Answered “Yes”			
Question A (n = 15)	Question B (n = 8)	Question C (n = 8)	Own Opinion (n = 16)
14 (93%) 10 for C 10 for D 7 for A 2 for E	7 (88%)	6 (75%)	14 (88%)

### Question A

- Fourteen respondents answered “Yes” to one or more parts of Question A, most often Parts A, C, and D. One respondent answered “Yes” to Part E (“tried to make you do things you did not want to do”) because the “bully” was trying to make him fight; another answered “Yes” to Part E for an unspecified reason.

### Question B

- All but one of the respondents said “Yes” to Question B. In most cases, these respondents explained their answer by noting that the older boy said he was going to beat up the victim and then spit on him. One respondent specifically commented that the victim was smaller than the bully.
- The sole respondent who answered “No” explained that the older boy only threatened the “victim”, and that spitting does not qualify as bullying because it does not cause physical harm.

### Question C

- Six respondents said “Yes” to Question C.
- Two respondents said “No.” One said “No” because the older boy only made threats and did not actually beat up the “victim.” The other respondent answered “No” because the incident only happened one time. This was the only respondent who mentioned the lack of repetition in Vignette 4.

## Respondents' Own Opinion

- When asked whether the behavior described in Vignette 4 was bullying, 14 of 16 respondents said “Yes.”
- Two respondents said this was not bullying. One said that it was not bullying because there was no physical contact and, as noted above, another respondent answered “No” because it happened only one time.

## Summary

- Almost all respondents thought the episode described in Vignette 4 was bullying. For the most part, their answers to Questions A, B, and C reflected this perception.
- Only 1 of 16 respondents mentioned the fact that the behavior in Vignette 4 was not repeated; this lack of repetition did not seem to impact other respondents' answers at all.

## Vignette 5

A group of popular kids at your school made a fake Facebook page for you and sent it to a lot of the people in your school. The page included embarrassing pictures of you, as well as made-up information about you that was insulting. When you asked them to take down the page, they laughed at you and instead just posted more embarrassing pictures.

**Unwanted Aggression:** Yes

**Repetition:** Yes

**Power Imbalance:** Yes

Respondents Who Answered “Yes”			
Question A (n = 16)	Question B (n = 8)	Question C (n = 7)	Own Opinion (n = 16)
15 (93%) 14 for A 11 for B 3 for C 2 for F 1 for E 1 for G	8 (100%)	4 (57%) <sup>4</sup>	16 (100%)

## Question A

- Fifteen respondents said “Yes” to one or more parts of Question A, most often Parts A and B. One respondent said “Yes” on Part G because she felt that the Facebook page was

destroyed in the scenario. One respondent said “Yes” on Part E because the victim wanted the group to take down the page, but they did not.

- One respondent who said “No” to all parts of the question explained that she did so because the group was not actually talking to her; she felt that because the teasing was not done in person and was not a physical fight, none of the parts of the question applied.

### Question B

- All respondents said “Yes” to Question B. When explaining why, one respondent mentioned the fact that the behavior had been repeated—that is, when the students were asked to take the page down, they posted more pictures. Two others commented that they said “Yes” because the behavior would have emotionally hurt or embarrassed the victim.
- One respondent specifically referred to Vignette 5 as “cyberbullying.”

### Question C

- Four respondents said “Yes” initially to Question C; one mentioned that it was “cyberbullying.”
- All respondents who said “No” indicated that they would have said “Yes” if there was no reference to “on school property” in the question.

### Respondents’ Own Opinion

- When asked whether the behavior described in Vignette 5 was bullying, all respondents indicated that it was. When asked why, respondents’ explanations included that the group would not take down the Facebook page when asked, that they embarrassed the victim and hurt his or her feelings, and that they talked about the victim in a negative way.

### Summary

- Almost all who were shown Questions A and B answered “Yes.” Initially, four of seven respondents answered “Yes” to Question C, but those who answered “No” indicated it was due to the phrase “on school property.” The fact that so many respondents would answer “Yes” matched their own opinions that the scenario described in Vignette 5 represented bullying.

### *Reactions to Cyberbullying Item from the School Crime Supplement (Question D)*

The following are feedback from respondents related to Question D. Respondents reread Vignette 5 and then answered Question D.

- Respondents indicated that they found this question clear and easy to understand. One person had difficulty understanding Part F (“threatened or insulted you through online gaming”), but this may have been because she did not have much experience with online games.

- Respondents said that they would consider all of the items on this list as potential bullying behaviors, with only a few exceptions:
  - One respondent did not think that Part F would be bullying, because most of the time if you insulted someone during a game, “it is just joking.”
  - Another respondent thought that Part G was not necessarily bullying, because “sometimes you just don’t want to talk to someone.”
- When asked if there were other types of electronic bullying that should be added to the list, none of the respondents could think of any.
- When shown Vignette 5 and asked to answer Question D, all respondents answered “Yes” to Part A, and 12 answered “Yes” to Part B of this question. Two respondents also checked “Yes” to Part C; both said that they did so because Facebook messages sometimes come through e-mail.

### Summary

- All respondents felt that Vignette 5 described bullying. All would have answered “Yes” to Part A of Question D, and some would have answered “Yes” to other parts as well.

### *Conclusions from Round 1*

- Respondents were very aware of bullying, and did not have difficulty describing it or coming up with examples of bullying behaviors. Several respondents commented that it is a topic that they have discussed at school (e.g., through school assemblies).
  - A few respondents mentioned cyberbullying even before being shown a question that included that term.
- When asked to define “bullying” in their own terms, most respondents included some element of unwanted aggressive behavior in their descriptions. Only a few mentioned a power imbalance, and only one mentioned repetition. Others included other factors in their descriptions, such as whether or not the victim was actually hurt or whether the bully had a reason for his or her actions.
- In general, respondents did not have difficulty understanding any of the questions they were shown, and felt that the ways in which they described bullying were reasonable. Three respondents did not feel that the description of bullying in Question C should include the phrase “over and over,” because they felt that a single occurrence could still count as bullying.
- When answering, respondents tended not to read the entire question carefully.
  - When answering Question A, respondents tended to focus on the list of behaviors, rather than the question stem above.
  - When answering Questions B and C, respondents tended to only skim the introductory text about bullying and focus on the actual Yes/No question that was asked.
- Vignettes 1 and 5 included all three aspects of the CDC definition of bullying.

- All respondents agreed that Vignette 5 described bullying. However, 4 of 16 felt that Vignette 1 was not bullying, largely because they did not perceive intent to harm or they felt the “victim” had not been hurt.
- For both of these vignettes, nearly all respondents answered “Yes” regardless of whether they were answering Question A, B, or C.
- Vignettes 2 and 3 each included two of the three aspects of the CDC definition of bullying; Vignette 2 did not include a power differential, and Vignette 3 did not include “unwanted aggression.”
  - Only half of respondents felt that Vignette 2 represented bullying, and none felt that Vignette 3 represented bullying.
  - Despite this fact, when shown Vignette 2, almost all respondents (15 of 16) answered “Yes” to at least one part of Question A, and when shown Vignette 3, half of respondents did the same. In some cases, this appeared to be because respondents were responding on the basis of whether or not the actions in Question A had occurred, and not considering whether or not they were “bullying.”
  - Of the three questions, respondents were least likely to answer “Yes” to Question B (38% for Vignette 2 and 25% for Vignette 3).
- Vignette 4 included two aspects of the CDC definition of bullying (unwanted aggression and a power differential), but did not include repetition or any threat of repetition.
  - Fourteen of 16 respondents indicated that they thought Vignette 4 described bullying, indicating that they did not believe that repetition was a necessary characteristic.
  - Most respondents answered “Yes” to all three questions (93% to at least one part of Question A, 88% to Question B, and 75% to Question C).
- Most respondents who saw Question D felt that it was clear, and felt that the types of behavior listed were appropriate and easy to understand. One respondent each felt that Parts F and G did not necessarily represent bullying.

## Results from ICF Cognitive Testing of Bullying Items: Round 2 Interviews

Before the second round, ICF developed revised versions of SCS items on bullying and cyberbullying. Question 1 presented a definition of bullying and asked respondents whether or not another student had bullied them at school in the past year. Respondents who answered “Yes” to Question 1 were asked Question 1a, which asked whether they had been a victim of specific types of bullying at school in the past year.

The structure of Question 2 was similar to that of Question 1; it first presented a definition of cyberbullying, and then asked the respondent whether he or she had been cyberbullied in the past year. Respondents who answered “Yes” to this question were asked Question 2a, which asked whether they had been a victim of different types of cyberbullying.

Respondents in the second round of cognitive testing were asked to react to these sets of questions and to comment on their clarity. As in Round 1, the interviewer also showed respondents a series of vignettes and asked them how they would answer Questions 1, 1a, 2, and 2a if the incidents described in the vignettes had happened to them. Seven vignettes were used in Round 2 interviews. Vignette 1 contained all three elements of the bullying definition and took place at school. Vignettes 2, 3, and 7 described incidents of cyberbullying. Vignettes 4 and 5 took place at school, but each omitted an element of the definition of bullying. Vignette 6 included all the dimensions of the bullying definition, but did not take place at school.

### *Part 1: Bullying at School (Revised Questions 1 and 1a)*

#### **Respondents’ Examples of Bullying**

At the beginning of their interviews, respondents were asked to describe situations or behaviors they considered to be bullying.

- Fourteen respondents described emotional bullying (e.g., calling someone names, spreading rumors, being mean, or “trash talking” to someone). This includes five respondents who described behaviors or situations involving the Internet, such as threatening someone online or posting mean or rude comments on social networking sites.
- Nine respondents described physical bullying, such as fighting, pulling hair, pushing, shoving, or “getting pounded.”
- Of these respondents, seven described bullying as both emotional and physical behaviors.

#### **Respondents’ Comments on Questions 1 and 1a**

- Most of the respondents found Question 1 and 1a to be clear and easy to understand and believed that the bullying behaviors listed in 1a were appropriate.

- **Bully Definition:** At the conclusion of the interview, respondents were asked whether they agreed with the definition of bullying that was provided. Two respondents mentioned that bullying sometimes happens only once, and did not agree with the phrase “over and over” in the definition. A third respondent also said he or she disagreed with this portion of the definition, but accepted it because it uses the word “usually” to describe the repetitious behavior. Two respondents commented that “the person has a hard time defending himself or herself” should not be in the definition, because it was not always true.
- **Part F:** Two respondents thought the meaning of the phrase “excluding you from activities on purpose” was unclear. One respondent said this may or may not be bullying, depending on the person excluding you (e.g., a coach could exclude from a game).
- **Part G:** When asked what “destroying your property on purpose” meant, most respondents understood it to mean damaging belongings such as pencils, journals, or cell phones. Two respondents thought it meant burning someone’s house, breaking windows, or vandalizing a house. Almost all respondents agreed that destroying one’s property would qualify as bullying, although one said she would not consider it to be bullying, because it does not involve hitting someone.

## Responses to Vignettes

After being asked for initial reactions on the questions, respondents were shown a series of seven vignettes that described different episodes that could be perceived as bullying. Each vignette was specifically created to either include all three factors of the CDC definition (unwanted aggression, a power imbalance, and repetition), or to include only two of those three factors. Some of the vignettes included incidents of cyberbullying, and some took place outside of school. For each situation described, ICF determined what the intended answer would be (“Yes” or “No”) to each question.

After reading each vignette, respondents were asked how they would answer the survey questions if the episode described in the vignette had happened to them. Each respondent was asked to answer both questions for each vignette. The order in which respondents saw the vignettes was randomized.

After they had gone through all vignettes and answered both questions, respondents were asked to reread each vignette and indicate whether they would consider the episode to be “bullying” on the basis of their own understanding of what that word means.

### Vignette 1

You used to be best friends with Sonia, but recently she has been ignoring you and hangs out with the popular crowd that sits together at lunch. You have tried to sit with them several times, but every time you do they tell you to leave and say mean things to you. Because of this, you now sit alone at lunch.

**Intended Answer to Q1:** Yes

**Purpose:** To confirm that respondents correctly report bullying that conforms to the CDC definition.

- Of the 16 respondents, 15 provided the intended answer of “Yes” to Question 1. Respondents explained that they said “Yes” because the popular crowd is saying mean things to Sonia, excluding her, or ignoring her.
- One respondent answered “No” because she felt no real damage would be done to the victim; she explained that these were just the popular kids, and the “victim” would be able to find other friends at school.
- Of the 15 respondents who answered Question 1a:
  - 13 respondents said “Yes” to Part A (“Making fun of you, calling you names, or insulting you, in a hurtful way”),
  - 12 respondents said “Yes” to Part F (“Excluding you from activities on purpose”),
  - 7 respondents said “Yes” to Part B (“Spreading rumors about you or tried to make others dislike you”) because they believed that the bullies’ behavior had made other students like the victim less,
  - 4 respondents said “Yes” to Part E (“Trying to make you do things you did not want to do, for example, giving them money or other things”) because the victim had not wanted to sit alone and was now forced to,
  - 1 respondent said “Yes” to part C (“Threatening you with harm”).

## Vignette 2

One Friday night, a group of popular kids made a fake Facebook page of you and sent it to a lot of the people in your school. The page included embarrassing pictures of you, as well as made-up information about you that was insulting. When you saw the page that night, you called them to ask them to take it down. Instead, they laughed at you and just posted more embarrassing pictures.

**Intended Answer to Q1:** No

**Purpose:** To confirm that if bullying does not take place at school, respondents answer “No.”

- Eight of 15<sup>5</sup> respondents provided the intended answer of “No” to this question. In six of these eight cases, respondents provided this response specifically because the incident did not take place at school. When asked later whether they thought the episode in Vignette 2 was an example of bullying, all respondents said “Yes.”
- Seven respondents said “Yes” to Question 1. In most cases, this appeared to be because the respondent did not notice that the question was asking only about incidents that happened “at school.” However, one respondent did notice the wording of the question, but still answered “Yes” because he assumed that the survey writers would still want to know about bullying regardless of where it took place.<sup>6</sup> Another respondent said “Yes” because she believed the argument probably started at school, which then led to the

<sup>5</sup> Only 15 respondents were asked to respond to Vignette 2; one was not asked for time reasons.

<sup>6</sup> This respondent thought that the survey designers had included “at school” in the question because this was where most bullying takes place.

creation of the Facebook page over the weekend; if this had not been the case, she would have answered “No.”

- Two respondents said “No” because they considered this scenario to be cyberbullying, and mistakenly thought that cyberbullying was only supposed to be reported in Question 2, not Question 1. However, they did not develop this misunderstanding until they had been asked both questions a series of times. For this reason, we believe that this finding may have been an artifact of testing. Actual respondents to the survey would not be aware there was an additional question about cyberbullying that they were going to be asked, and would therefore not have this confusion.
- Of three respondents who answered Question 1a:
  - All 3 respondents said “Yes” to Part B (“Spreading rumors about you or tried to make others dislike you”),
  - 2 said “Yes” to Part A (“Making fun of you, calling you names, or insulting you, in a hurtful way”),
  - 1 of these respondents also said “Yes” to Part C (“Threatening you with harm”).

### Vignette 3

Last month, you did poorly on a math test. Susan was sitting behind you and saw your low grade. After class, she sent a text to her friends in which she made fun of your math grade and called you stupid.

**Intended Answer to Q1:** Yes

**Purpose:** To confirm that respondents correctly answer “Yes,” even if the bullying takes place electronically.

- All but one respondent provided the intended answer of “Yes” to Question 1.
- One respondent said “No” to Question 1 because Susan did not do anything to physically hurt the victim.
- Of the 15 respondents who answered Question 1a:
  - 14 respondents said “Yes” to Part A (“Making fun of you, calling you names, or insulting you in a hurtful way”),
  - 10 respondents said “Yes” to Part B (“Spreading rumors about you or tried to make others dislike you”),
  - 2 respondents said “Yes” to Part F (“Excluding you from activities on purpose”); these respondents felt that if the rumor spread that the victim was “stupid,” he or she might be excluded from activities by other students,
  - 1 respondent said “Yes” to Part G (“Destroying your property on purpose”) because the bullies were revealing your grade, which is your property.

## Vignette 4

One day at lunch, you told your best friend the names of a list of people at your school that you had a crush on, and told her not to tell anyone. Later that month, you found out that she had told three of your other friends about your crushes. When you confronted her about it, she apologized and said she was bad at keeping secrets and didn't mean to tell. You are still good friends and you are not angry with her, but you are worried she might tell people other people about your crushes.

**Intended Answer to Q1:** No

**Purpose:** To confirm that respondents do not consider behavior bullying if it is not unwanted and aggressive.

- Fourteen respondents provided the intended answer of “No.” When asked to explain their answer, these respondents said that the friend had apologized, and that the behavior described in the vignette was not threatening, intentional, or aggressive. One respondent also noted that the incident only happened once, and that if it happened multiple times she would have answered “Yes.”
- The remaining two respondents answered “Yes” to Question 1. One respondent felt the vignette qualified as bullying because it was “deceitful and embarrassing,” while the other said that spreading rumors is always bullying, “no matter who spreads it.”
- One respondent was asked Question 1a; this respondent answered “Yes” to Part B (“Spreading rumors about you or tried to make others dislike you”).

## Vignette 5

Last week, you were standing by yourself in the hall at school when an older, much bigger student that you had never seen before came up to you. The student said he was going to beat you up, and then spit on you. That was the only time you ever saw him—about a week later, you learned that the student had transferred to another school out of State.

**Intended Answer to Q1:** No

**Purpose:** To confirm that respondents will answer “No” to Question 1 if there is no repetition or potential for repetition (i.e., the incident does not meet the CDC definition of “bullying”).

- Only one respondent provided the intended answer of “No” to Question 1. This respondent noted that she did so because the definition of bullying that was provided indicated that bullying usually takes place “over and over again,” and the event in the vignette happened only once. She commented that she did not agree with this portion of the definition and did not think repetition was necessary for something to be bullying, but followed the definition in her answer.
- The other 15 respondents did not make any mention of the definition of bullying that was provided, and all answered “Yes” to Question 1.
- When it was pointed out to these respondents that the incident described in this vignette only happened once, all said this did not make a difference.
- Of 10 respondents who were asked Question 1a:
  - 8 respondents said “Yes” to Part C (“Threatening you with harm”),

- 7 respondents said “Yes” to Part D (“Pushing you, shoving you, tripping you, or spitting on you”),
- 3 respondents said “Yes” to Part A (“Making fun of you, calling you names, or insulting you in a hurtful way”),
- 1 respondent said “Yes” to Part B (“Spreading rumors about you or tried to make others dislike you”) but did not give an explanation.

## Vignette 6

During the summer your mom drops you off at the park for baseball practice. An older kid that you’ve seen in your neighborhood is always hanging around the park with his friends. Sometimes, when you are waiting for your mom to pick you up, they push you around and throw your baseball cap in the dirt. Now, every time you go to practice, you are afraid you will run into them.

**Intended Answer to Q1:** No

**Purpose:** To confirm that respondents will answer “No” to Question 1 if bullying incidents take place outside of school.

- Six respondents provided the intended answer of “No” to Question 1. In five of the six cases, this was because the respondents understood that the question was asking them to identify only incidents of bullying that took place at school. The sixth respondent felt that this incident did not represent bullying because throwing the cap on the ground was a sign of envy, not a malicious act.
- Ten respondents said “Yes” to Question 1.
  - Four of these respondents answered “Yes” because they did not realize that Question 1 was asking only about incidents that take place at school.
  - Two respondents understood that Question 1 was asking about incidents at school, but did not realize that the action in the vignette did not take place at school.
  - The remaining four respondents understood that the incident took place outside of school and that the question was asking about incidents at school, but still said they would still answer “Yes.” As in Vignette 2, these students assumed that although the question explicitly stated otherwise, the designers of the survey would still want to them to report all bullying, regardless of location.
- Of five respondents who were asked Question 1a:
  - 4 respondents said “Yes” to Part D (“Pushing you, shoving you, tripping you, or spitting on you”),
  - 3 respondents said “Yes” to Parts A (“Making fun of you, etc.”), C (“Threatening you with harm”), and G (“Destroying your property on purpose”),
  - 1 respondent also said “Yes” to Part F (“Excluding you from activities on purpose”), perhaps because he or she assumed that in this scenario the bullies were preventing the victim from playing baseball.

## Vignette 7

One Monday at school, some students in your class start teasing you and asked if you like “being a movie star.” At first, you didn’t know what they were talking about, but later, you found out that over the weekend some students that you don’t like had posted a video online in which they made fun of you. Throughout that week, students kept making fun of you, and you were upset because there was no way for you to take the video down.

**Intended Answer to Q1:** Yes

**Purpose:** To learn how respondents will answer Question 1 if an incident of bullying takes place partly in school and partly out of school.

- Fourteen respondents provided the intended answer of “Yes” to Question 1. Respondents explained their answer by saying the victim was made fun of, embarrassed, and teased during school. Two out of three respondents said that if the video had been posted but they were never teased at school about it, they would have answered “No” to Question 1, because the bullying would have taken place outside of school.
- Two respondents answered “No” to Question 1. In both cases, this was because they felt the vignette described cyberbullying, and thought that episodes should be reported in either Question 1 or 2, but not both. As noted under Vignette 2, we believe that this misconception was an artifact of testing, and would not be a problem if the survey was actually fielded.
- Several respondents commented that this vignette included two types of bullying: the posting of the video (which took place outside of school and was an example of cyberbullying), and the teasing (which took place face to face and was at school).
- Of the 14 respondents who answered Question 1a:
  - 14 respondents said “Yes” to Part A (“Making fun of you, calling you names, or insulting you in a hurtful way”),
  - 10 respondents said “Yes” to Part B (“Spreading rumors about you or trying to make others dislike you”),
  - 2 respondents said “Yes” to Part F (“Excluding you from activities on purpose”) because the students were preventing the victim from taking the video down,
  - 2 respondents said “Yes” to Part C (“Threatening you with harm”).

## Summary

- When asked near the end of the interview to comment on the definition of bullying provided with Question 1, most respondents said they found the definition appropriate. However, three respondents felt that a behavior did not have to happen “over and over” to qualify as bullying. Other respondents did not comment on the definition, but their subsequent responses to Vignette 5 showed that they did not feel repetition was a necessary part of bullying (see below).

- Vignettes 2 and 6 described situations in which bullying took place solely outside of school. However, about half of respondents still answered “Yes” to Question 1 in response to these vignettes. In most cases this was because respondents did not notice that the question was asking exclusively about incidents that took place at school. In a few cases, however, the respondent did notice the phrase “at school” in the question, but assumed that the survey writers still wanted to know about bullying in other locations.
- Vignette 5 described a situation in which a student was threatened and spit on, but only once and by another student that soon thereafter left the school. This situation does not fit the CDC definition of bullying, which requires repetition or the potential for repetition. However, only one respondent answered “No” to Question 1, because the definition of bullying provided says that bullying “usually takes place over and over.” The other 15 respondents all answered “Yes,” because they felt that the incident described in Vignette 5 qualified as bullying.
- When asked to comment on Question 1a, respondents indicated that all parts of the question were clear and easy to understand, and felt that all described types of bullying. However, there were a few answers that showed that some respondents might interpret these descriptions differently than intended:
  - For Vignette 1, four respondents answered “Yes” to Part E (“trying to make you do things you did not want to do”) because the bullies were trying to make the victim sit alone, which is something she did not want to do.
  - For Vignette 3, in which a bully sent a text making fun of another student’s math grade, two respondents answered “Yes” to Part F (“excluding you from activities on purpose”) because the effect of this text might be to make other students less likely to participate in activities with the victim.
  - Also on Vignette 3, one respondent said “Yes” to part G because “your grade” is your personal property and it is being destroyed when shared with others for negative intent.

## *Part 2: Cyberbullying (Revised Questions 2 and 2a)*

### **Respondents’ Definition of Cyberbullying**

At the beginning of the interview, respondents were asked if they had ever heard the term cyberbullying. All respondents said they had heard this word before. Most said that cyberbullying referred to bullying that took place online—for example, through e-mail, Facebook, or chat posts. One respondent also noted that students could also use a cell phone to cyberbully a classmate.

### **Respondents’ Comments on Questions 2 and 2a**

- Most of the respondents found Question 2 and 2a to be clear and easy to understand. When asked at the end of the interview to comment on the definition of cyberbullying provided, all respondents said that they agreed with the definition.

- **Part A:** On the list of social networking sites provided as examples in Part A, all respondents said they had heard of Facebook. Ten respondents had not heard of Formspring, and one was unfamiliar with MySpace. When asked what social networking sites are most often used by kids their age, respondents most often mentioned Facebook, Twitter, Tumblr, and Instagram. One respondent also mentioned YouTube.
- **Part E:** At various points in the interview, a few respondents were unsure whether Part E would apply even if the texts were not sent directly to the victim.
- **Part F:** Six respondents had not heard of World of Warcraft. When asked if there were other examples that should be added to the question, four respondents suggested adding fighting games such as Call of Duty: Black Ops and Modern Warfare, and five suggested adding other types of game consoles such as Playstation 3 and Wii. One respondent suggested adding online games you play directly on a computer.
- **Part G:** When asked to describe in their own words what Part G meant, respondents' answers varied. Five respondents said it meant declining or blocking someone in an online chat or on a Web site. One respondent said it meant to ignore someone online. Three respondents described situations in which students were afraid to go to a particular Web site because they had been bullied previously. Two respondents said Part G meant hacking into someone's profile and deleting it or messing with the information.
  - While respondents generally agreed with the other parts in Question 2a, four said that Part G ("Purposefully excluding you from online communications") might not represent bullying, depending on the situation.

## Responses to Vignettes

For each of the seven vignettes, after answering Question 1 and 1a, respondents were asked to continue on and answer Questions 2 and 2a, which had to do with cyberbullying. Of the seven vignettes, four described face-to-face scenarios that had nothing to do with cyberbullying. In all cases, respondents answered "No" to Question 2 for these scenarios.

The following section describes how respondents answered Questions 2 and 2a for the three vignettes (2, 3, and 7) that did relate to cyberbullying.

### Vignette 2

One Friday night, a group of popular kids made a fake Facebook page of you and sent it to a lot of the people in your school. The page included embarrassing pictures of you, as well as made-up information about you that was insulting. When you saw the page that night, you called them to ask them to take it down. Instead, they laughed at you and just posted more embarrassing pictures.

**Intended Answer to Q2:** Yes

**Purpose:** To confirm that respondents correctly report cyberbullying on Question 2 when it takes place outside of school.

- All respondents gave the intended answer of "Yes" to Question 2.
- Of the 15 respondents who answered Question 2a:

- All respondents said “Yes” to Part A (“Posting hurtful information about you on the Internet”),
- All respondents also said “Yes” to Part B (“purposely sharing your private information...in a hurtful way”),
- 4 said “Yes” to Part D, three said “Yes” to Part G, and two said “Yes” to Part E; it appeared that these respondents were not drawing a clear distinction between different types of electronic communication.

### Vignette 3

Last month, you did poorly on a math test. Susan was sitting behind you and saw your low grade. After class, she sent a text to her friends in which she made fun of your math grade and called you stupid.

**Intended Answer to Q2:** Yes

**Purpose:** To confirm that respondents correctly report cyberbullying on Question 2 when it takes place in school.

- All but one respondent provided the intended answer of “Yes” to Question 2. The remaining respondent said he did not consider this to be cyberbullying because the behavior did not take place online.
- Of the 15 respondents that answered Question 2a:
  - 12 respondents said “Yes” to Part E (“threatening or insulting you through text messaging”),
  - 8 respondents said “Yes” to Part B (“Purposely sharing your private information...in a hurtful way”),
  - 2 respondents said “Yes” to Part D (“threatening or insulting you through instant messaging or chat”), and one said “Yes” to Part C (“threatening or insulting you through e-mail”); as in Vignette 2, it appeared that the respondents did not draw a distinction between texting and these other forms of communication,
  - 1 respondent answered “Yes” to Part A; it was unclear why the respondent gave this answer.

### Vignette 7

One Monday at school, some students in your class start teasing you and asked if you like “being a movie star.” At first, you didn’t know what they were talking about, but later, you found out that over the weekend some students that you don’t like had posted a video online in which they made fun of you. Throughout that week, students kept making fun of you, and you were upset because there was no way for you to take the video down.

**Intended Answer to Q2:** Yes

**Purpose:** To confirm that respondents correctly report cyberbullying on Question 2 when aspects of the behavior take place both in and outside of school.

- All respondents gave the intended answer of “Yes” to Question 2; all clearly identified this scenario as an example of cyberbullying.
- All respondents answered Question 2a:
  - 14 respondents said “Yes” to Part B (“purposely sharing your private information, photos, or videos on the Internet...in a hurtful way”); most answered “Yes” because the students posted a video online making fun of the victim, and one said “Yes” because the students shared private information about the student,
  - 12 respondents said “Yes” to Part A (“posting hurtful information about you on the Internet”),
  - 3 respondents said “Yes” to Part G (“Purposefully excluding you from online communications”) because the victim was blocked from changing the page or taking the video down,
  - 2 respondents said “Yes” to Part C (“Threatening or insulting you through e-mail”),
  - 1 respondent each said “Yes” to Parts D (“threatening or insulting you through instant messaging or chat”), E (“Threatening or insulting you through text messaging”), and F (“Threatening or insulting you through online gaming”).

## Summary

- Respondents were all previously familiar with the term “cyberbullying.” When asked to define the term, all respondents referred to bullying that takes place online; one also mentioned bullying that takes place by cell phone.
- Respondents felt that Questions 2 and 2a were clear, and did not have any suggestions for improving the items.
- When asked whether they were familiar with the social networking sites listed as examples in Part A of Question 2, over half of respondents said they were not familiar with Formspring. For this reason, NCES should consider replacing Formspring with a site that is more commonly used, such as Tumblr. Because the popularity of these sites is likely to vary dramatically over a short period of time, NCES will need to continue to monitor this item in the future to make sure that the examples provided are relevant.
- When shown vignettes describing incidents of cyberbullying, in nearly all cases respondents indicated that they would answer “Yes” to Question 2. It appeared that most respondents were not looking carefully at the definition of cyberbullying when answering. However, because their own conceptions of cyberbullying did not differ substantially from the definition provided, this did not appear to affect their answers.
- Different parts of Question 2a refer to bullying through different modes of electronic communication, including e-mail, texting, instant messaging, and posting messages on a social networking site. However, some respondents’ answers to Question 2a showed that they did not differentiate clearly between these modes of communication (e.g., texting, instant messaging). In addition, it would seem this distinction might also not be clear in real world situations—for example, a victim might not know which modes a bully was using when spreading rumors about them. For these reasons, NCES might rethink

whether these distinctions are necessary—especially because the exact modes of communication that are being used may not be important to antibullying policies and programs.

- NCES should consider revising or clarifying some of the parts of Question 2a, because some respondents’ answers implied that there may be inconsistencies in how these parts are interpreted:
  - Some respondents questioned whether Part E (“Threatening or insulting you through text messaging”) would apply if a student sent insulting texts about another student to his or her friends, or if the texts would have to be sent directly to the victim himself or herself.
  - Respondents had differing interpretations of what situations would fall under Part G of Question 2a (“Purposefully excluding you from online communications”). Some felt that this part of the question referred to actively blocking a person’s access to a particular site, while others interpreted it as simply ignoring someone who is trying to communicate with you electronically (e.g., declining a friend request on Facebook). At least three respondents felt that this description applied to Vignette 7, because the victim could not remove an offensive video that another student had posted online. Because respondents were unsure what it meant, some were unsure whether it even represented bullying at all.
  - One of the vignettes used in testing described a scenario in which a group of students made a video insulting a classmate and posted it online. Almost all respondents indicated that if this happened to them, they would answer “Yes” to Part B of Question 2a, which referred to a bully “purposely sharing your private information, photos, or videos on the Internet.” Respondents generally did so because of the use of the word “video” in that part of the question. Upon close reading, however, it is not clear whether this vignette would fit under that description, which refers to sharing of “your private information, photos, or videos.”
- Respondents’ answers throughout the interviews made it clear that face-to-face bullying and cyberbullying are very interconnected in their minds, and in their lives. When reading the different vignettes, respondents often imagined connections—for example, that a student who refused to sit with her friend had been convinced to do so through online communication with other students, or that something that happened on a social networking site over the weekend would lead to bullying at school. When trying to estimate the incidence of both in-school and cyberbullying, NCES should be aware that many situations that students report will include aspects of both.

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**Appendix A**  
**Interview Protocol for Testing**  
**Round 1**

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## Review Informed Assent (2 minutes)

Thank you for agreeing to assist us with this project. My name is \_\_\_\_\_, and I work for ICF International, a research company that is conducting this study. ICF is conducting a study for the U.S. Census Bureau and the National Center for Education Statistics (NCES). The purpose of the study is to test survey items on bullying for a national survey. Before they use the survey they have asked us to test it to make sure that the questions are clear and understandable. Since the survey is going to be given to young people your age, we have asked you to be one of the people to share your thoughts and opinions about the survey items. Remember:

- I am an interviewer that is just recording what you are saying, I don't have an opinion about your answers, so no answer to me is either right or wrong.
- You may stop participating at any time. Even if you decide you do not want to answer any of the questions, you will still receive this incentive.
- The interview will last about one hour.

With this in mind, would you like to continue with the interview?

## General Questions About Bullying

### 1. What does the word "bullying" mean to you?

- What do you mean? [*If respondent mentions a specific aspect of behavior that defines bullying, ask:*] Is that always bullying?

### 2. Have you ever seen or heard any instances of bullying? If so, can you describe what happened?

- What were the ages of the people involved?
- What was the relationship of the two people? Were they friends? How did they know each other?
- What was it about this incident that makes you think it was bullying?
- Did it happen more than once? If so, how often?
- Can you think of any other instances of bullying?  
(Repeat Q2 for one other example.)

### 3. [*If participant had never seen or heard instances of bullying*] Could you describe something that you think would be bullying? (*probe for 1-2 examples*)

- What was it about this incident that would make it bullying?
- Can you give me another example of bullying? (Repeat Q3 for one other example.)

## Initial Reaction to Survey Question A

### 4. In your own words, what is this question asking you?

### 5. If you were answering a survey and you came to this question, is there anything that you would find unclear or confusing?

## Responses to Vignettes (Question A)

### ***Vignettes 1-5***

6. **How would you answer this question if this had happened to you?** *[If question has multiple parts, go through all parts.]*
- (If participant has difficulty answering) You seemed like you weren't sure if the answer to these questions were "yes" or "no." Why weren't you sure?
  - If yes, is there anything that could be different about this scenario that would make you answer "no?"
  - If no, is there anything that could be different about this scenario that would make you answer "yes?"

## Initial Reaction to Survey Question B or C

7. **In your own words, what is this question asking you?**
8. **If you were answering a survey and you came to this question, is there anything that you would find unclear or confusing?**

## Responses to Vignettes (Question B or C)

### ***Vignettes 1 -5***

9. **How would you answer this question if this had happened to you?** *[If question has multiple parts, go through all parts.]*
- (If participant has difficulty answering) You seemed like you weren't sure if the answer to these questions were "yes" or "no." Why weren't you sure?
  - If yes, is there anything that could be different about this scenario that would make you answer "no?"
  - If no, is there anything that could be different about this scenario that would make you answer "yes?"

## Responses to Vignettes (Personal Opinion)

### ***Vignettes 1 -5***

10. **Would you consider this bullying? Why or why not?**

## Follow-Up Questions about Survey Items

### ***Question A***

11. **I know I asked you this before, but again—do you think there is anything confusing or unclear about this question?**
12. **Are there any types of bullying that are not covered in this list?**
- Is there anything in this list that you would not consider bullying?

### **Question B**

**13. I know I asked you this before, but again—do you think there is anything confusing or unclear about this question?**

**14. Are there any types of bullying that are not covered in this list?**

- Is there anything in this list that you would not consider bullying?

**15. This question describes what “bullying” is in a particular way. [*Direct respondents to the two-sentence description of bullying after the word “REMEMBER”.*] Do you agree with this description of “bullying”? Is there anything you disagree with?**

- Is there anything that you think should be changed about this description of bullying to make it more accurate?

### **Question C**

**16. I know I asked you this before, but again—do you think there is anything confusing or unclear about this question?**

**17. This question describes what “bullying” is in a particular way. [*Direct respondents to the two-sentence description of bullying beginning with “Bullying is...”.*] Do you agree with this description of “bullying”? Is there anything you disagree with?**

- Is there anything that you think should be changed about this description of bullying to make it more accurate?

### **Reaction to Question D/Cyber-Bullying (if time allows, 5 minutes)**

**18. If you were answering a survey and you came to this question, is there anything that you would find unclear or confusing?**

**19. Show participant the fifth vignette. Let’s look back at this situation. If this happened to you, how would you answer this question? Why?**

**20. Would you consider all the things on this list to be “bullying,” or are they not “bullying”?**

- If not, why not?

**21. Are there any other kinds of bullying that should be included in this list?**

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**Appendix B**

**Questions Tested in Round 1 Interviews**

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## Item from School Crime Supplement (Question A)

**19a. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. During this school year, has any student bullied you?**

**That is, has another student...**

(Read each category a-g.)

	<b>Yes</b>	<b>No</b>
<b>a. Made fun of you, called you names, or insulted you, in a hurtful way?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>b. Spread rumors about you or tried to make others dislike you?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>c. Threatened you with harm?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d. Pushed you, shoved you, tripped you, or spit on you?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>e. Tried to make you do things you did not want to do, for example, give them money or other things?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>f. Excluded you from activities on purpose?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>g. Destroyed your property on purpose?</b>	<input type="checkbox"/>	<input type="checkbox"/>

## Item From Swearer and Carey's "The Bully Survey" (Question B)

In this part, you will be asked about times when you were bullied.

REMEMBER: Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving, and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a "group"
- Teasing people in a mean way
- Getting certain people to "gang up" on others

**Have you been bullied this school year?**

- Yes                       No

## Item from Middle School Youth Risk Behavior Survey (Question C)

The next question asks about bullying. Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

13. Have you ever been bullied on school property?

- Yes                       No

## Item from School Crime Supplement (Cyberbullying) (Question D)

20a. Now I have some questions about what students do that could occur anywhere and that make you feel bad or are hurtful to you.

During this school year, has another student....

(Read each category a-g.)

	Yes	No
a. Posted hurtful information about you on the Internet, for example, on a social networking site like MySpace, Facebook, Formspring, or Twitter?	<input type="checkbox"/>	<input type="checkbox"/>
b. Purposely shared your private information, photos, or videos on the Internet or mobile phones in a hurtful way?	<input type="checkbox"/>	<input type="checkbox"/>
c. Threatened or insulted you through email?	<input type="checkbox"/>	<input type="checkbox"/>
d. Threatened or insulted you through instant messaging or chat?	<input type="checkbox"/>	<input type="checkbox"/>
e. Threatened or insulted you through text messaging?	<input type="checkbox"/>	<input type="checkbox"/>
f. Threatened or insulted you through online gaming, for example, while playing XBOX, World of Warcraft, or similar activities?	<input type="checkbox"/>	<input type="checkbox"/>
g. Purposefully excluded you from online communications?	<input type="checkbox"/>	<input type="checkbox"/>

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**Appendix C**  
**Interview Protocol for Testing**  
**Round 2**

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## Review Informed Assent

Thank you for agreeing to assist us with this project. My name is \_\_\_\_\_, and I work for ICF International, a research company that is conducting this study.

ICF is conducting a study for the U.S. Census Bureau and the National Center for Education Statistics (NCES). The purpose of the study is to test survey items on bullying for a national survey.

Before they use the questions they have asked us to test them to make sure that they are clear and understandable. Since the survey is going to be given to young people your age, we have asked you to be one of the people to share your thoughts and opinions about the survey items.

Remember:

- I am an interviewer that is just recording what you are saying, I don't have an opinion about your answers, so no answer to me is either right or wrong.
- You may stop participating at any time. Even if you decide you do not want to answer any of the questions, you will still receive this incentive.
- The interview will last about one hour.

With this in mind, would you like to continue with the interview?

## General Questions About Bullying

1. **Have you ever seen or heard any instances of bullying? If so, can you describe what happened?** (*Repeat Q2 for one other example.*)
  - What were the ages of the people involved?
  - What was the relationship of the two people? Were they friends? How did they know each other?
  - What was it about this incident that makes you think it was bullying?
  - Did it happen more than once? If so, how often?
  - Can you think of any other instances of bullying?
  - Where did this happen?
2. [*If participant has never seen or heard instances of bullying*] **Could you describe something that you think would be bullying? (probe for 1-2 examples)**
  - What was it about this incident that would make it bullying?
  - Can you give me another example of bullying? (*Repeat probes.*)
3. **Have you ever heard of the word "cyberbullying"? If so, what do you think it means?**

## Survey Questions 1 and 1a

4. **If you were answering a survey and you came to these questions, is there anything that you would find unclear or confusing?**

### ***Vignettes 1-7***

5. (***For each vignette***) **How would you answer these questions if this had happened to you?**

- (If participant has difficulty answering) You seemed like you weren't sure if the answer to these questions were "yes" or "no." Why weren't you sure?
- *Ask why they answered that way for every part of the question.*
- (If necessary, ask for Vignette 5) This situation only happened once. Do you think that something that happens once is bullying?

## Survey Questions 2 and 2a

6. If you were answering a survey and you came to these questions, is there anything that you would find unclear or confusing?

### *Vignettes 1-7*

7. (For each vignette) How would you answer these questions if this had happened to you?

- (If participant has difficulty answering) You seemed like you weren't sure if the answer to these questions were "yes" or "no." Why weren't you sure?
- *Ask why they answered that way for every part of the question.*

## Respondents' Opinions of Bullying in Vignettes

8. (For each vignette) Would you consider this bullying? Why or why not?

- [If Yes] Would you consider this bullying at school or not? Why or why not?

## Follow-Up Questions about Survey Items

### *Questions 1 and 1a*

9. I know I asked you this before, but again—do you think there is anything confusing or unclear about these questions?
10. Do you agree with this definition of bullying? Is there anything that you would change about this definition?
11. Is there a way you would reword any of the items to make more sense to you?
12. Are there any types of bullying that are not covered in this list?
13. Is there anything in this list that you would not consider bullying?
14. Let's look at Part G of Question 1a- what does this mean to you?
- Can you give me an example of when someone would do this?
  - Do you think this could be bullying?

### *Questions 2 and 2a*

15. I know I asked you this before, but again—do you think there is anything confusing or unclear about this question?
16. Do you agree with this definition of cyberbullying? Is there anything that you would change about this definition?

**17. Have you ever heard of any other types of cyberbullying that are not on this list? If so, can you explain?**

- Is there anything in this list that you would not consider bullying?

**18. Let's look at Part A of Question 2a. Are these social networking sites that students use?**

- Have you heard of all these?
- What are the top three social networking sites kids use today?

**19. Let's look at Part F of Question 2a. Are these examples of online gaming that you have heard of?**

- Are there other examples that should be included?

**20. Let's look at Part G of Question 2a. What does this item mean to you?**

- Can you give me an example?
- Do you think this is bullying?

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**Appendix D**  
**Questions Tested in Round 2 Interviews**

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## Modified Bullying Items for School Crime Supplement

*(Questions 1 and 1a)*

1) I have some questions about bullying at school.

- ***Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student and the person has a hard time defending himself or herself. Usually, bullying happens over and over.***

During this school year, has another student bullied you at school?

- Yes  
 No (skip to 2)

1a) Has another student bullied you at school by...

*(Read each category a-g.)*

a. Making fun of you, calling you names, or insulting you, in a hurtful way?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b. Spreading rumors about you or tried to making others dislike you?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c. Threatening you with harm?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d. Pushing you, shoving you, tripping you, or spitting on you?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
e. Trying to make you do things you did not want to do, for example, giving them money or other things?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
f. Excluding you from activities on purpose?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
g. Destroying your property on purpose?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

## Modified Cyberbullying Items for School Crime Supplement

(Questions 2 and 2a)

2) Now I have some questions about cyberbullying.

- *Cyberbullying is bullying that takes place using electronic technology. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.*

During this school year, have you been cyberbullied?

- Yes  
 No (skip to END)

2a) Has another student cyberbullied you by...

(Read each category a-g.)

a. Posting hurtful information about you on the Internet, for example, on a social networking site like MySpace, Facebook, Formspring, or Twitter?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b. Purposely sharing your private information, photos, or videos on the Internet or mobile phones in a hurtful way?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c. Threatening or insulting you through email?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d. Threatening or insulting you through instant messaging or chat?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
e. Threatening or insulting you through text messaging?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
f. Threatening or insulting you through online gaming, for example, while playing XBOX, World of Warcraft, or similar activities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
g. Purposefully excluding you from online communications?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Attachment 5**  
**SCS Technical Review Panel Participants**

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# School Crime Supplement (SCS) Survey Technical Review Panel

August 12–13, 2013 • Washington, DC

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**Attachment 6**  
**Technical Review Panel Conference Agenda**

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**Technical Review Panel Conference**  
**ESSIN Crime and Safety Surveys Support: School Crime Supplement (SCS) to**  
**the National Crime Victimization Survey (NCVS) 2015**

**Agenda Day 1**

**Monday, August 12, 2013**

12:30 p.m.–1:00 p.m.	<b>Registration</b>
1:00 p.m.–1:30 p.m.	<b>Welcome and Introductions</b> Welcome <i>Kathryn Chandler, Project Officer, National Center for Education Statistics (NCES)</i>  Introduction of TRP Members <i>Kathy Zantal-Wiener, Project Director, SEI</i>  Review of TRP Authorization
1:30 p.m.–2:00 p.m.	<b>Orientation to School Crime supplement (SCS) Survey</b> <i>Background materials:</i> <ul style="list-style-type: none"><li>• Appendix A: 2013 SCS Survey</li><li>• Appendix B: Crosswalk of SCS Survey Changes 2005-2013</li></ul>
2:00 p.m.–2:20 p.m.	<b>Guiding Questions for Work of TRP</b> <ol style="list-style-type: none"><li>1. <i>How should the SCS bullying/cyberbullying questions be revised to be consistent with the CDC's definition of bullying?</i></li><li>2. <i>How can we capture additional information on how bullying/cyberbullying relates to student characteristics for vulnerable demographic groups?</i></li><li>3. <i>What items in the 2013 questionnaire should be removed, revised, or added for 2015?</i></li><li>4. <i>Within each of the above topic areas, what additional research (e.g. further cognitive lab work, literature review) is needed to support the proposed survey changes?</i></li><li>5. <i>Overall, what are the priorities for additional research and finalizing new survey questions?</i></li></ol> <i>Background materials:</i> <ul style="list-style-type: none"><li>• Appendix C: 2011 OMB Clearance Terms and BJS/NCES Response: Supporting Statement 2013 School Crime Supplement (SCS)</li></ul>
2:20 p.m.–2:40 p.m.	<b>Break</b>
2:40 p.m.–4:40 p.m.	<b>Revising Bullying/Cyberbullying Questions</b> <i>Guiding Questions:</i> <ol style="list-style-type: none"><li>1) <i>How should the SCS bullying/cyberbullying questions be revised to be consistent with the CDC's definition of bullying?</i></li><li>4) <i>What additional research is needed to support the proposed changes?</i></li></ol> <i>Background materials:</i> <ul style="list-style-type: none"><li>• Appendix D: Bullying Definition</li><li>• Appendix F: Results of Cognitive Lab work - Cognitive Testing of Questions Related to Bullying for the School Crime Supplement (July 2012)</li><li>• Appendix G: 2013 YRBSS Bullying Questions</li></ul>
4:40 p.m.–5:00 p.m.	<b>First Day Wrap-up</b>



**Technical Review Panel Conference**  
**ESSIN Crime and Safety Surveys Support: School Crime Supplement (SCS) to**  
**the National Crime Victimization Survey (NCVS) 2015**

## Agenda Day 2

**Tuesday, August 13, 2013**

9:00 a.m.–9:15 a.m.	<b>Review Agenda for Tuesday</b>
9:15 a.m.–10:00 a.m.	<b>Continuation of Discussion: Bullying/Cyberbullying Questions</b>
10:00 a.m.–10:30 a.m.	<b>Expanding Information on Student Demographics</b> <i>Guiding Questions:</i> 2) How can we capture additional information on how bullying/cyberbullying relates to student characteristics for vulnerable demographic groups? 4) What additional research is needed to support the proposed changes?  <i>Background materials:</i> <ul style="list-style-type: none"><li>Appendix E: GAO Report - School Bullying (May 2012)</li></ul>
10:30 a.m.–10:50 a.m.	<b>Break</b>
10:50 a.m.–12:00 p.m.	<b>Continuation of Discussion: Expanding Information on Student Demographics</b>
12:00 p.m.–1:00 p.m.	<b>Lunch Break (on your own)</b>
1:00 p.m.–3:00 p.m.	<b>Reducing Survey Burden and Improving Information</b> <i>Guiding Questions:</i> 1) What items in the 2013 questionnaire should be removed, revised, or added for 2015? 4) What additional research is needed to support the proposed changes?  <i>Background materials:</i> <ul style="list-style-type: none"><li>Appendix C: 2011 OMB Clearance Terms and BJS/NCES Response: Supporting Statement 2013 School Crime Supplement (SCS)</li><li>Appendix H: SEI Memo July 2012: Response Analysis</li><li>Appendix I: Selected Survey Response Frequencies</li><li>Appendix J: Bibliography of Recent SCS Citations</li><li>Appendix K: Comparison of Responses on Bullying/Cyberbullying/Hate-related words 2009</li></ul>
3:00 p.m.–3:20 p.m.	<b>Break</b>
3:20 p.m.–4:15 p.m.	<b>Implications of all recommendations for 2015 SCS survey development</b> <i>Guiding Question:</i> 5) Overall, what are the priorities for additional research and finalizing new survey questions?
4:15 p.m.–4:40 p.m.	<b>Final Recommendations for NCES</b>
4:40 p.m.–5:00 p.m.	<b>Next Steps</b>

**Attachment 7**  
**Census Cognitive Lab Report, March 2014**

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**National Crime Victimization Survey  
School Crime Supplement  
Cognitive Testing of Questions on Bullying**

Joanne Pascale, Mikelyn Meyers, Mandi Martinez, Marissa Fond  
US Census Bureau  
Center for Survey Measurement  
March 13, 2014

**I. OVERVIEW**

The US Department of Education, National Center for Education Statistics (NCES), requested testing of questions about school bullying that are part of the School Crime Supplement (SCS) to the National Crime Victimization Survey sponsored by the Bureau of Justice Statistics. The main purpose of this cognitive research was to test proposed changes in question wording to be consistent with the Centers for Disease Control's (CDC) definition of "bullying," including "cyber-bullying." (<http://www.cdc.gov/violenceprevention/pdf/bullying-definitions-final-a.pdf>). The long-standing SCS question about bullying did not include the concepts of repetition or power differential, and NCES was interested in testing whether and how these concepts might be added to the bullying items. In the questionnaire being tested, one version maintains the original question on bullying and adds two new follow-up questions to capture these two components (this would help preserve the time trend). In the other version, a single new question on bullying that includes the two new components was tested. In addition, some fairly minor changes to other questions in the SCS not related to bullying were made based on previous research, and this testing assessed those changes.

**II. METHODS**

Cognitive interviewing was conducted face-to-face using a paper form. A total of 40 interviews were conducted across two rounds (20 interviews per round). The interviews were conducted by four researchers in the Census Bureau's Center for Survey Measurement from December 18, 2013 through February 6, 2014. Interviews generally lasted an hour, and respondents were paid \$40. Interviews were conducted at the Census Bureau lab, or in a neutral location (e.g. youth center). The target population was students age 12-18, with a stipulation that some students identify as lesbian/gay/bisexual/transgender (LGBT).

Respondents were recruited through a broadcast email to Census Bureau employees, flyers and emails at local schools and youth organizations, word-of-mouth, and via newspaper and internet advertisements. A total of 168 students were screened in order to recruit 40 respondents with a wide range of demographic characteristics (see Figure 1 below).

Organizations contacted to aid in recruiting efforts included two anti-bullying organizations, 12 LGBT organizations, one sports team, one church, and four local schools and school districts. While a particular emphasis was placed on recruiting students who identify as LGBT, this demographic proved the most difficult to recruit. Parents who were screened regarding their child's characteristics may have been unaware of whether their child identified as LGBT. Students who

identified as LGBT and who saw advertisements for the study may have been reluctant to participate if their parents were unaware of their sexual orientation. Additionally, organizations were sometimes reluctant to advertise the study for a variety of reasons, including a preference for receiving donations in return for publicizing studies, the sheer number of research requests they received on average, and concerns about the sensitivity of discussing bullying with LGBT youth.

**Figure 1: Demographic Characteristics of Respondents**

	Round 1	Round 2	Total
<b>Age</b>			
12-13	8	6	14
14-15	5	8	13
16-18	7	6	13
<b>Ethnicity</b>			
Hispanic	2	0	2
Non-Hispanic	18	20	38
<b>Race</b>			
White			
Black	7	9	16
Asian	7	9	16
American Indian	2	0	2
Mixed Race	2	2	4
	2	0	2
<b>Gender</b>			
Male	7	12	19
Female	13	8	21
<b>Type of Educational Institute</b>			
Public School	19	18	37
Private School	1	2	3
<b>Sexual Orientation</b>			
LGBT	1	1	2
Non-LGBT	19	19	38
<b>Household Income</b>			
	4	1	5
Less than 25k	4	1	5
25-49k	2	9	11
50-99k	10	9	19
More than 100k			
<b>Parent's Employment Status</b>			
Census Employee	9	9	18
Non-Census Employee	11	11	22
<b>Parent's identification of student's bullying history during screener</b>			
Bullied	13	20	33
Unsure	1	0	1
Non-bullied	6	0	6

A semi-scripted protocol was developed for Round 1 (see Appendix A “Protocol Round 1”). Questions (or parts of questions) that were modified from the latest round of the production SCS instrument are shown in red, and the semi-scripted probes are shown in shaded boxes just below any

questions that required probing. Probes were administered concurrently. That is, the question was read verbatim and the respondent was asked to provide the answer, and then probing was conducted about the respondents' interpretation of the question and other details found in the protocol. After conducting 20 interviews with this protocol, interim results were presented to the sponsor, modifications to some questions and the protocol were made (see Appendix B "Protocol Round 2/Version 1") and 11 more interviews were conducted. After consultation with the sponsor, the protocol was modified slightly, only for the questions on bullying (see Appendix C, "Protocol Round 2/Versions A/B/C") and administered to 9 more respondents.

In terms of the bullying questions per se, the Round 1/Version 1 questions maintained the original question from production SCS (Q22) but added two follow-up questions (Q23a/Q23b) to address the new repetition and power differential components of bullying. The goal of this approach was to enable maintaining the time series measurement of bullying while also satisfying the CDC definition.

**Round 1/Version 1:**

Q22. Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?

That is, has another student...

*(Read each category a-g.)*

- a. Made fun of you, called you names, or insulted you, in a hurtful way?
- b. Spread rumors about you or tried to make others dislike you?
- c. Threatened you with harm?
- d. Pushed you, shoved you, tripped you, or spit on you?
- e. Tried to make you do things you did not want to do, for example, give them money or other things?
- f. Excluded you from activities on purpose?
- g. Destroyed your property on purpose?

Q23a. When you were bullied this school year, did it happen, or were you afraid it would happen, over and over?

Q23b. When you were bullied this school year, were you ever bullied by someone who had more power or strength than you? This could be because the person was bigger than you, was more popular, had more money, or had more power than you in another way.

In Round 2/Version 1 the objective was to encompass the repetition and power differential definitions into one single new question:

**Round 2/Version 1**

Q22. Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.

By this definition, have you been bullied at school, by another student, this school year?

## Attachment A

Finally, Round 2/Version 2A/B/C maintained this single item on bullying but added three follow-up questions to capture the general nature of the bullying (verbal, physical and/or social). The wording of these three follow-up questions was identical for each version (A, B, C) but the sequence varied, with Version A asking about verbal, physical, then social bullying; Version B asking about physical, then social then verbal bullying, and Version C asking about social, then verbal then physical bullying.

### **Round 2/Version 2A**

Q22. Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.

By this definition, have you been bullied at school, by another student, this school year?

Q22a. Was any of the bullying verbal – that is, did it involve making fun of you, calling you names, or spreading rumors about you?

Q22b. Was any of the bullying physical -- that is, did it involve hitting, shoving, tripping, or physically hurting you in some way, or the threat of hurting you in some way?

Q22c. Was any of the bullying social -- that is, did it involve ignoring you or excluding you from activities on purpose in order to hurt you?

### **Round 2/Version 2B:**

Same as Version A, except sequence of 22a/b/c follow-ups was modified to this order: 22b, 22c, 22a

### **Round 2/Version 2C:**

Same as Version A, except sequence of 22a/b/c follow-ups was modified to this order: 22c, 22a, 22b

## **III. RESULTS**

Each question that was tested is displayed below, along with the NCES testing goals and probing recommendations, their rationale for the testing, and results from each round. Note that we deliberately avoid quantifying students' responses. The sample was not drawn to be statistically representative of any particular population, and thus percentages and frequencies are, technically speaking, meaningless and potentially misleading. Instead, we discuss patterns of response in relation to characteristics of the students, and we highlight notable exceptions to these patterns. Also, though we did recruit and interview a fairly even mix of students in different age groups, we found no evidence that the questions operated differently for different ages of students in terms of comprehension or how they formulated their answers. Sometimes the nature of the answers was different (e.g. younger students had not observed many instances of fellow students being under the influence) but nothing about these differences would suggest that any changes should be made to the questions. Therefore, for simplicity's sake we do not highlight the age of respondents in the results.

## Q1d: Number of Schools Attended

### Round 1:

How many different schools have you attended this school year? *[if appropriate add: Include your homeschooling as one school]*

- one school
- two schools
- three or more schools

NCES testing goals and probing recommendation:

Probe: When did you change schools? Why did you change? (Need to determine if students are confused if they moved from elementary to middle or middle to high school at the start of this year. Changes should only be since the start of the current school year.)

NCES rationale for change:

This question is new based on recommendation from the Technical Review Panel. Planty cited research showing frequent school change increases likelihood of school engagement issues, a factor in bullying.

Many subjects had no trouble with this question, whether or not they had changed schools within the school year. The time frame they had in mind was August/September up until now, and they thought the question was asking about changing schools within the school year. They gave examples of reasons why a person might change schools within the school year, such as moving, getting expelled, programs offered by one school but not the other, and bullying.

But in several instances this question was misinterpreted mainly due to a misunderstanding of the term “different schools” and because respondents did not focus on the phrase “this school year.” Several students thought of their entire school “career” (elementary, middle and high school). One asked if the question meant how many different *high schools*, or schools *in general*, and said “three – elementary, middle school and high school.” Others thought the question meant “how many different high schools” and their frame of reference was all years of high school. Other students focused on the calendar year. For example, one student had changed high schools over the summer (between 10<sup>th</sup> and 11<sup>th</sup> grade he moved to his grandmother’s so he could attend a different school). He initially said “two” and said he was thinking of the calendar year.

Regarding misinterpretation of the term “different,” some students said “none” – reasoning that they went to no *different* schools, just their regular school. For example, one student did transition from grade school to middle school over the summer but said he had no choice; his grade school did not offer 7th grade. So he reasoned he did not go to any different schools – just the regular school for which he was on track. Another student interpreted “different” to mean different buildings or different districts.

### Round 2:

1d. How many different schools have you attended since the start of this school year?

*[if appropriate add: Include your homeschooling as one school]*

- one school
- two schools
- three or more schools

## Attachment A

This small change seemed to be an overall improvement, and to reduce instances of misinterpretation of the time frame. However, some students still misinterpreted the term “different” and answered “none.” While this would likely not result in misreporting, given that the response categories do not include an option for “none,” future testing could explore whether it would be an improvement to simply drop the word “different.” However, it is unclear if that would induce other reporting errors. Another option would be to address the issue in interviewer training and/or include an interviewer note on how to address a respondent’s answer of “none” such as: “Please include your current school.”

### Q10: Security Measures at School

#### Round 1:

The next questions are about security measures that some schools take. Does your school have:

- a. Security guards or assigned police officers?
- b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?
- c. Metal detectors, including wands?
- d. Locked entrance or exit doors during the day?
- e. A requirement that visitors sign in and wear visitor badges or stickers?
- f. Locker checks?
- g. A requirement that students wear badges or picture identification?
- h. One or more security cameras to monitor the school?
- i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?

NCES testing goals and probing recommendation for 10b:

Probe: Do students understand that “other adults” means those other than the security personnel named in 10a?

NCES rationale for change to 10b:

Previously item confused some students - saw “other” as excluding teachers rather than referring to those “other” than in item a. Added examples to item b to clarify.

NCES testing goals and probing recommendation for 10e:

Do the two parts make this confusing for students? Do they know if visitors sign in if they don’t receive badges? Are there any schools where visitors don’t have to identify themselves?

NCES rationale for change to 10e:

Change reflects more common security procedure – after signing in, visitors required to have a visual symbol (badges) in the school building.

10a (“security guards or assigned police officers”): students generally thought of uniformed, paid professionals. One student said their school has only one such person because it is a “pretty clean cut school.” Another said they are called “resource officers” and just patrol the school and specific events (e.g. a big sporting event).

10b (“other adults supervising the hallway”): students thought of teachers who don’t teach a class that period, office staff, guidance counselors, vice principals and others from the main office. Students had fairly mixed experiences with regard to parents patrolling the schools (some schools did this and some didn’t). One student noted that it’s easy to distinguish security guards from school

## Attachment A

personnel because security guards “have this thing on their ear, plus they’re a lot more jelly”). Another noted that police officers have “actual cars.”

10e (requirement for visitors to sign in/wear badges): Students did not seem to have trouble with this category. Many said things like “in this day and age it’s just common sense” or they “just know” that these are the rules, since it has been that way throughout their entire school experience. Several others said they know because at some point they had to come to school accompanied by their parent and their parent had to sign in. Students noted that anytime they noticed an unfamiliar adult at school, the person was wearing a badge or sticker.

The only other finding of note in terms of respondent comprehension was with category f (locker checks). Students often asked, “Regularly?” or they said, “That depends” and explained there are different types of checks – random, regular, or triggered by a specific event. Some said that lockers are not assigned by default – a student has to request them – and since most students don’t have them, they wouldn’t know if there are checks or not. The SCS interviewer training addresses these ambiguities, but cognitive interviewers did not have access to that training. Thus this problem may have only manifest in the lab but would not be expected to raise problems in the field.

Because these response categories were found to be unproblematic in Round 1, no further probing was conducted in Round 2.

### **Q11: Anonymous Reporting of Threats**

#### **Rounds 1 and 2:**

If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?

NCES testing goals and probing recommendation:

Probe: how would they report this (do they know proper channels)? Do they include telling adults who might know them (teachers, parents) but who won’t use their names in addressing the issue?

NCES rationale for change:

This question has been reworded from the 2013 survey based on question of appropriateness of the word “authority” in the original. Chandler noted that original intent of question was whether threats could be reported to someone who could act on the information (p 24). Members questioned word “authority” – do students exclude parents? Is anonymity required, or is assumption they won’t report without anonymity?

Several students talked about specific means by which students could report truly anonymous threats. One common means was a box where they could put an anonymous note. One called this a “snitch box” and another student described filling out a form they call a “bully report.” One student said the school advertised the box fairly heavily in the beginning of the school year but then dropped off. Another said the guidance counselor had a box like this. Some students said they had vaguely heard of such a box but were not sure if/where it existed so answered “don’t know.” Other students said they could leave anonymous notes, but the system was not as formal (i.e. there was no box); they could just leave the unsigned note in the front office. Other means students mentioned were giving an anonymous report when giving a statement to police, and calling a hotline. When asked

## Attachment A

about caller ID and identifying the caller through cell phone records, the student said people do not think that is a concern.

Students also talked about quasi-anonymous means, such as telling a teacher, security officer or guidance counselor who would tell the administration but keep the name of the student confidential. One young student talked about an “advisory club” run by a teacher, where a student can report another student. The teacher would then go to the student about whom the complaint was made and talk to them but not use the name of the student who complained. This student considered this anonymous. In general, students were somewhat mixed about what they would say if they told a teacher or other staff person who obviously knew them. Some students said they would say “yes” they have a way to report threats because they believed the teacher would keep their name confidential, while other students said they would say “no” because they would not feel anonymous.

### **Q15: Student Friend**

#### **Rounds 1 and 2:**

There is a STUDENT at school who...

- a. Really cares about you.
- b. Listens to you when you have something to say.
- c. Believes that you will be a success.

NCES testing goals and probing recommendation:

Probe: What else is important in a friend to show they like you as much as you like them? (Need to determine if this question format captures “reciprocal” friendships rather than “unrequited.”)

NCES rationale for change:

This question has been modified from original. Temkin noted that the original item does not have face validity (p 26). Research indicates distribution and quality of friendships is related to protective factors – not having “a friend” (Duffy, 2009; Espelage, Green & Wasserman, 2007; Boulton et al., 1999). In all research found involving school friendships, only reciprocal friendships were counted – need to find a way to determine this in SCS.

The majority of respondents reported that they were thinking about a particular friend or group of friends when answering this question, and that this person or these people also consider the respondent to be a friend. When probed regarding the reciprocity of the friendship, respondents mentioned several factors that made them believe the other person also considered them to be a friend. These factors included remembering important details about each other like birthdays, going to each other’s houses to hang out, sharing secrets, being honest with each other, and doing favors for each other. Students most commonly mentioned encouraging each other when one person is feeling down, spending lots of time together, and listening attentively to each other as indicators of requited friendship.

Only one student agreed with any of the statements while reporting that he had no friends. In his case, he agreed with the question regarding whether there is a student who “listens” and strongly agreed that there is a student who “believes in you” because he has very high grades. Students listen to his advice on schoolwork, and he has won “most likely to succeed” every year, so he thinks they believe in him. However, he considers himself too busy for friends and thinks of the other students as “associates.” This respondent’s answer was an outlier; other respondents were answering this question with reciprocal friendships in mind. Because the minor changes to these questions were

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found to be unproblematic in Round 1, no further probing was conducted in Round 2.

## **Q16-18: Crime Where You Live, go to School/Feel Safe in School**

### **Rounds 1 and 2:**

Q16: Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...There is a lot of crime in the neighborhood where you live.

Q17: Thinking about the neighborhood where your SCHOOL IS LOCATED, would you strongly agree, agree, disagree, or strongly disagree with the following...There is a lot of crime in the neighborhood where you go to school.

Q18: Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...You feel safe in your school

NCES testing goals and probing recommendation:

Test correlations between feelings of safety (18) and crime/security measures (10,16,17)

Students did not have difficulty distinguishing between the neighborhood where they live and the neighborhood where they go to school. In addition, there were strong correlations between the students' feelings of safety and the security measures that were taken at their schools. The majority of students agreed or strongly agreed that they felt safe at school, and the majority of students also reported that their school took multiple security measures when they were asked Question 10.

Those students who reported feeling unsafe despite the security measures that they said their school took often mentioned extenuating circumstances. For instance, one student thought his school should have more than one police officer in case there is a school shooting. Another student thought the security guards tended to be at the front of the school and not spread out, which might make the school unsafe. One student mentioned that while visitors have to sign in, they are allowed into the cafeteria to pick up students and do not have to have a form stating which child they are authorized to take with them, which she viewed as unsafe. Another student felt unsafe even though he reported that his school takes every safety precaution at Question 10 except using metal detectors and locking doors because his school has been on lockdown for gun threats and bomb threats. One student said there was little crime where she lived, but the neighborhood where her school was located was really rough. She said she felt safe once she arrived at school, in part due to the safety measures the school takes and in part because the public school is on a military base.

Overall, there was a strong correlation between the safety measures that students said their schools took and their feeling of safety at school. Because the minor changes to these questions were found to be unproblematic in Round 1, no further probing was conducted in Round 2.

## **Q19: Substance Availability**

### **Round 1:**

The following question refers to the availability of drugs and alcohol at your school.

FIELD REPRESENTATIVE - *For each item ask,*

Is it possible to get \_\_\_\_\_ at your school?

### **Round 2:**

The following question refers to the availability of drugs and alcohol at your school.

FIELD REPRESENTATIVE - *For each item ask,*

Is it possible for students to get \_\_\_\_\_ at your school?

a. Alcoholic beverages

b. Marijuana

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- c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin or Adderall?
- d. Other illegal drugs, such as cocaine, uppers, or heroin. *If “Yes” is marked, ASK - What drugs? (Exclude tobacco products.)*

NCES testing goals and probing recommendation:

Probe: what illegally obtained prescription drugs do you know are available (do they expand beyond examples)? Do you know the names of any other prescription drugs? (Purpose is to determine if these examples capture most common prescription drug activity, or do we need additional examples?)

NCES testing goals and probing recommendation:

Probe: what illegal drugs do you know are available (do they expand beyond examples)? What other illegal drugs have you heard about? (Purpose is to determine if these examples capture most severe/most common drug activity, or do we need additional examples?)

In early interviews, some respondents expressed confusion with the stem of the question, worded as, “Is it possible to get \_\_\_\_\_ at your school?” One student felt there were some ambiguities over whether the question was asking if *students* could get drugs and alcohol at school or if *adults* could get drugs and alcohol at the school. Another student reported thinking that the question was asking whether students can get drugs and alcohol from teachers or staff at the school, not from other students.

As a result of the confusion some respondents displayed in Round 1, in Round 2 the question stem was changed to: “Is it possible for students to get \_\_\_\_\_ at your school?” Round 2 results showed that the new text worked well; no further confusion regarding the intent of the question was reported by respondents.

Items a-d of this question remained the same in both rounds. Many of the respondents reported some uncertainty regarding whether drugs were available in the school and, if so, which drugs were available. Those students explained that while they do not know for sure if they are available, they *think* they are available if you know who to ask. In general, respondents were familiar with the drugs listed in items a through d; one student commented that it covers all the “heavy hitters.” Most respondents were not aware of any additional prescription drugs that could be illegally obtained. Those that listed others included Xanax, codeine, and morphine.

A majority of respondents reported that marijuana is the most commonly used drug in their school. Kids most often refer to marijuana as “weed,” but it can also be called many different things such as a “joint” or “blunt,” “tree,” or “kush.” Although respondents were asked about marijuana as a separate item (b), when probed to list any other drugs not mentioned, many brought up weed. However, further probing to determine whether they thought of weed and marijuana as different drugs showed that most (but not all) respondents know that weed and marijuana are the same thing.

One additional drug, ecstasy, was repeatedly mentioned and should be considered for inclusion in item “d. Other illegal drugs such as cocaine, heroin, or uppers.” Students said ecstasy is also sometimes called “Molly,” and said they would consider it an upper. Adding ecstasy/Molly as an additional example in item d may prove useful as it is distinct from the other types of drugs listed, and it is widely available and increasing in popularity.

## Q20: Student Under the Influence

### **Rounds 1 and 2:**

During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school?

NCES testing goals and probing recommendation:

Probe: what made you think the student was under the influence? (Purpose is to determine whether students can tell who is under the influence. Do they know when it is the result of drugs or alcohol? )

NCES rationale for change:

This item was reworded from 2013 version which asked students if they “knew for sure” about school drug use. Not appropriate as measure of overall drug use. McDonald suggested focusing on observed behavior rather than “knowing for sure”.

Students who said “yes” to this question seemed fairly confident of their answer, and to have well thought-out reasons for their responses. Some said the students themselves just said they were high/drunk (one offered to sell marijuana to the respondent), they post that they are high/drunk on Instagram, and/or it’s common knowledge that certain students smoke and/or drink. Most students talked about being able to smell alcohol or marijuana, mentioned that the person’s eyes were red, glassy, unfocused and/or bloodshot, and that they were acting differently than they normally do. For example:

- talking strangely, slurring words
- leaning, stumbling
- not paying attention, abnormal behavior
- they were “off” – more laid back than usual
- with acid you can tell they’re tripping; they think the walls are talking to them; it looked like he was seeing something because he was feeling the air

Some students said “no” to the question, but thought they would recognize it if they saw someone under the influence. One student said he does not know symptoms but still said “no” to the question.

## Q22: Bullied This School Year

### **Round 1/Version 1 (bullied yes/no and type of bullying):**

Q22. Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?

That is, has another student...

*(Read each category a-g.)*

- a. Made fun of you, called you names, or insulted you, in a hurtful way?
- b. Spread rumors about you or tried to make others dislike you?
- c. Threatened you with harm?
- d. Pushed you, shoved you, tripped you, or spit on you?
- e. Tried to make you do things you did not want to do, for example, give them money or other things?
- f. Excluded you from activities on purpose?
- g. Destroyed your property on purpose?

NCES testing goals and probing recommendation:

Test this as single question (yes/no –bullied) without sub-items a-g. Probes: Does presenting the original sub-items (a-g) help remind students of additional instances that fall under bullying, or do they lose track of the bullying component and report more on non-bullying situations (e.g. friends teasing each other).

**Round 1/Version 1 (repetition and power differential components):**

Q23a. When you were bullied this school year, did it happen, or were you afraid it would happen, over and over?

Q23b. When you were bullied this school year, were you ever bullied by someone who had more power or strength than you? This could be because the person was bigger than you, was more popular, had more money, or had more power than you in another way.

NCES testing goals and probing recommendation:

We need to determine to what extent these filter questions would reduce the percentage of students indicating they are bullied on the SCS, and whether the filter questions reduce the percentage of ‘bullied’ to the extent the additional subquestions to increase the percentage are superfluous. Are they confused by the follow-ups (new 23a and 23b)? Would they change their answer to question 22 (were they bullied) after hearing new 23a and 23b? Determine what instances of “bullying” students discount when repetition and power imbalance are required. Do they object to having these instances not counted as having been “bullied”?

NCES rationale for change:

These filter questions are designed to align SCS bullying estimates with the CDC definition of bullying.

**Round 1 Results:**

To maximize the utility of testing, we asked the stem of Q22 as a yes/no question (before reading questions a-g) and probed the answers, and then read items a-g. The objective was to assess whether there were any disconnects between the answer to a general yes/no question on bullying and the specific incidents described in a-g. While we had no instances of students saying “yes” to the general question and then “no” to all the specific incidents, we found that some students said “no” to the yes/no question, but “yes” to one or more incidents described in a-g. This made later reading of Q23a/b awkward because starting with the phrase “When you were bullied...” could contradict the student if they said “no” to the yes/no question on being bullied. However, this awkwardness could have been exacerbated by the lab setting and the modification of the question -- treating the stem as a yes/no, and inviting an explicit “no” response even if some of the items a-g were “yes.” Indeed, in SCS production interviews, Q22 (without separating the stem as a yes/no) has several follow-up questions that begin with “When you were bullied...” and these have not been found to be problematic.

A separate subtle wording issue is that on paper, Q22 and its follow-ups in Q23a/b could be problematic since Q22 asks about any/all bullying during the school year, and Q23a and Q23b could be interpreted as more incident-based. In theory, respondents could have difficulty deciding on an answer to Q23a and/or Q23b if they had experienced multiple conflicts, some of which were repeated and/or had a power differential, and some of which did not. Among our subjects this potential problem only came up once, because only one student had in mind multiple bullying incidents when answering the questions. This case is discussed more below.

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In most cases the question series was effective – meaning that the final answers the students gave mapped on to their own narrative of whether they’d been bullied, and the students’ answers meshed with the technical definition of bullying. In some cases, it was totally straightforward – the student had clearly been bullied and they answered “yes” to Q22, at least one item a-g, and to both Q23a and Q23b. They also clearly described both repetition (e.g. off and on all year) and a power differential (e.g. there were several of them, they were bigger and stronger). On the other extreme, some students had not been bullied (according to their own narratives) and they said, “no” to Q22 and to all items a-g. In other cases the student had not been bullied (again, according to their own account), and they said “no” to Q22, but “yes” to one or more items in a-g. In these cases, the students said “no” to Q23a and/or Q23b and when they gave their account of what happened during probing, their answers to Q23a/b seemed correct. In most cases these students described an isolated incident, which is why they said “no” to Q23a. But in some cases it was the other way around – the behavior was ongoing but the student did not feel there was any power differential. For example, in one case a young student said there is one girl who is friends with her gang of friends who “messes” with her. She said she’s a “weird girl -- she’ll be nice one day and mean the next, and doesn’t return things she borrows.” She said the friends they have in common “just laugh” at this behavior, and it doesn’t bother her because she doesn’t let it get to her. So in these cases the follow-up questions would have been effective at “downgrading” the report from bullying to not bullying.

In a couple of instances, it was not as clear-cut. One student said, “yes” to the simple yes/no Q22 and described being taunted by three boys in his class. Even though it only happened once he said he had witnessed these same boys taunting other people and threatening them with, “you’re next.” This student said “yes” to Q23a (it seems correctly) and “no” to Q23b. While he was outnumbered, he was physically big and strong, had a martial arts background and said he knew they wouldn’t do anything. This student, by his own narrative, described the incident as bullying. But because he said “no” to the power differential question, the incident could be reclassified as not bullying. It is unclear what the desired outcome for the analyst is in a situation like this. Returning to the case noted above, one student described two unrelated incidents and said each was a one-time thing, but she said “yes” to Q23a because there was more than one occurrence of bullying. She said “no” to Q23b without hesitation, but during probing she clearly described a power differential in one case (“she was huge – 6’2” – and could definitely overpower me physically”), but in the other case she said that the other girl did not have more power. She said she was not more popular and that “she might be thicker than me but that doesn’t mean she’s *stronger*.” It was not clear why she focused on the one case where there was a power differential in order to answer Q23b. During probing the respondent did not describe calling both incidents to mind and noticing the ambiguity in the question and weighing out what to say; she simply said “yes.” In the end, it seems neither incident should have been “counted” as bullying because each one was a one-time occurrence and in only one case there was a power differential. The student, though, conflated all these experiences together when answering and in her own words she did feel she was bullied.

### **Round 2 Results:**

#### **Round 2/Version 1 (single question with complete definition of bullying)**

Q22. Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of

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about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.

By this definition, have you been bullied at school, by another student, this school year?

As in Round 1, in most cases the question series seemed to work as intended. Several students said “no” and nothing in their experience seemed to meet the definition of bullying. In one case, there was a substantive unpleasant experience but the question still seemed effective. A young student talked about getting into a conflict with another student while on a field trip, after which the girl started excluding her from school-based activities. The respondent started ignoring her in return. She did say there were repeated instances of being excluded, but she described it as going in both directions, and did not think the girl had more power.

Those who felt, in their own narrative, that they had been bullied said “yes” to the question. In most of these cases students described typical incidents that would be considered bullying, said that the behavior had occurred repeatedly over a period of time, or on and off, and there did seem to be a power differential. For example, one student explained that every day in second quarter he was shoved/bumped by a star football player who was bigger, older, and more popular. Another student was very emphatic that defining bullying in the question itself made it very clear him how to characterize his experience. He described starting at a new school and being made fun of because of his last name by a group of popular girls. He said if it had only happened once he would not have said “yes,” chalking it up to “new kid on the block” teasing. But it went on over the course of about a month. Even though these were a few girls, and he was a physically strong boy, he felt they had more power over him because he was new to the school and had no established social connections, while the girls were very popular.

One case was less clear but it may not have been due to question wording. The student said “no,” but when asked about bullying in the abstract, he said he usually thinks of someone getting “beat up or verbally abused.” He thinks being excluded would count, and talked about how his friends in 7th grade did that to him a lot. They would “ditch him” or lie about where they were meeting so he would show up and no one was there. He is friends with those people now, but this happened a lot at that time. He did not think that group of guys was more powerful than he was, and he did not think he was being bullied; he said, “Not bullied. Just mistreated.” He thinks excluding people could go to the level of bullying if you make someone feel really bad about it.

While there was no evidence in testing that the question is problematic, it is quite long, and respondents are likely artificially attentive when being asked the question in a face-to-face lab setting, compared to a face-to-face CAPI production interview and certainly compared to a CATI telephone interview. However, it does seem that the clear definition of bullying helps students decide how to answer the question. One student admitted he wasn’t paying close attention to the full question but he felt he had been bullied so, in his words, he half-listened for something that would “disqualify” the incident and when there was none he said “yes” to the final question. He went on to describe incidents of harassment that were repeated over a few weeks by a group of guys who he felt had nicer clothes than he did.

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### **Round 2/Version 2A/B/C (single question with follow-ups on nature of bullying)**

Q22a. Was any of the bullying verbal – that is, did it involve making fun of you, calling you names, or spreading rumors about you?

Q22b. Was any of the bullying physical -- that is, did it involve hitting, shoving, tripping, or physically hurting you in some way, or the threat of hurting you in some way?

Q22c. Was any of the bullying social -- that is, did it involve ignoring you or excluding you from activities on purpose in order to hurt you?

There was no evidence of problems with these follow-up questions. All subjects said “yes” to one or more of these to describe the nature of the bullying reported in Q22, and said the three categories (verbal, social and physical) covered the main types of bullying. One student at first offered “emotional” as a type of bullying that was missing but then decided this was more an effect of bullying than a type of bullying, and that it was already subsumed under the other categories. Subjects also felt the examples for each of the three categories were thorough and adequate and meshed with their experiences. In terms of sequence, only three different orders were tested, with only three respondents each, but there was no evidence of any order effects.

### **Results from both Rounds 1 and 2:**

In both rounds, students were probed in the abstract about whether repetition and/or a power differential was a necessary component of bullying, and they were far from unanimous. Some felt that a one-time incident could constitute bullying, but many felt repetition was a necessary component. However, many who felt repetition was a necessary component also allowed for exceptions, for example if it was a “major event” or if the behavior was done in a “mean way.” A few students noted that they were taught in school that repetition is a necessary component of bullying.

Regarding the power differential, some felt it was a necessary component but most thought it was not “required” – that two students with about the same power could bully each other – and that what matters is how they act. In most cases, however, students said there usually is a power differential in a bullying situation. The definition of power itself, however, seemed somewhat elusive. For example, students noted:

- sometimes bullies have *less* power, if they are jealous of someone else’s happier life
- an explicit power differential isn’t necessary – everyone has a weak spot and anyone can then take advantage of it regardless of power
- even if the bully was not stronger, the way they talk – their tone – might make people think they’re stronger or more powerful
- two kids with the same power could bully each other if they have something to be jealous of
- opinions and rumors that are hard to defend against can be a show of power
- sexual power/dominance/reputation was very important in bullying because people are self-conscious about their reputation and it can be an emotional topic

In one case, a student did not agree with the characteristics of power mentioned in the question and

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said money is not an advantage or an aspect of power. Other students offered additional definitions of power: having a boyfriend/girlfriend who was popular, being part of an athletic team or academic activity that is very popular, being known to staff because of it, and having cooler clothes (not necessarily more expensive – just cooler), and being good looking. Another thought that being popular didn't necessarily mean the same thing as having more friends.

Respondents were also probed in general about how they would define bullying. Most generally agreed with the way bullying was defined in the question but, as expected, some said it wasn't always black and white. One main theme mentioned by several students was that it depends on the impact and how the person takes it. If they take offense it's bullying; if they laugh or brush it off, it's not bullying. Some also noted it depends on whether you stand up to the bully. Another said it's difficult to determine; sometimes you could be laughing because you're playing around, or sometimes a bully could be laughing to be mean. Another student said that all the items in Q22 and a-g (in Round 1) and Q22a/b/c (in Round 2) could be bullying if they're not done as a joke.

In terms of the kinds of incidents that would "count" as bullying, for the most part all the subjects agreed that the examples provided in the questions mapped on to their own definitions. Some offered additional terms that came to mind but none suggested these were necessary criteria to trigger a report of bullying:

- peer pressure
- harming their reputation
- hazing, taunting, jonesing, irritating, harassing, messing with
- baiting someone to get into a fight
- getting in someone's face
- talking behind people's backs
- put-downs
- blackmail

In passing during probing, students volunteered explanations of why people bully. One student who described herself as better in class said kids will mess with her to feel better about themselves. They feel sad about something and try to deflect this on to other people. Another said it's often about intelligence; kids who aren't smart or talented in school bully others. Another student said a guidance counselor told them that a bully is trying to feel stronger or acting out because they're trying to get help. One student said that a bully might not get attention at home or might be abused at home so they take that out on other people.

### **Q24: Frequency of Being Bullied**

#### **Rounds 1 and 2:**

During this school year, how often were you bullied?

- Once or twice this school year
- Once or twice a month
- Once or twice a week, or
- Almost every day
- Don't know

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NCES testing goals and probing recommendation:  
Do students understand this includes all bullying incidents?

NCES rationale for change:  
Change in wording from original question, based on FR feedback that students are sometimes confused as to whether previous wording referred to each way they were bullied, or overall bullying episodes.

There was little evidence that respondents had difficulty with this question. They provided typical answers like “continuously” or “every day at lunch.” We had little opportunity to explore any confusion about which/any bullying the question refers to because only a few students talked about multiple different episodes of bullying during the school year. One student experienced name calling and cyberbullying almost every day, but answered “once or twice this school year” because she considered it one bullying incident that dragged out over several weeks. This student reported that she had been bullied in other ways this school year (anonymous bullying on a different website, a more minor issue with a different girl) but did not answer regarding those incidents because they didn’t upset her as much. In one case, a student had experienced one specific incident (having her books pushed off a table and being punched) that was isolated, and she talked about a separate ongoing episode involving a different person calling her names. The name-calling had started in the previous school year, and though it still happens sometimes, she doesn’t consider it bullying because it doesn’t bother her anymore. So she focused on the one incident with her books. In the other case, discussed above, the student had experienced two separate one-time incidents and answered “once or twice.” In sum we did not have enough cases where students had the kind of experience to truly evaluate this issue.

### Q25: Location of Being Bullied

#### **Rounds 1 and 2:**

Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur ...

- In a classroom at school?
- In a hallway or stairwell at school?
- In a bathroom or locker room at school?
- In a cafeteria or lunchroom at school?
- Somewhere else inside the school building? – *Specify* \_
- Outside on school grounds?
- On the way to or from school such as on a school bus or at a bus stop?
- Online or by text?

NCES testing goals and probing recommendation:  
Are there additional incidents of bullying they would have included in 22 if they had thought about electronic bullying? Are they including incidents in online/text bullying that are school related in some way (perpetrated by classmates, bullying incident that started in school and continued online)?

NCES rationale for change:  
“At school” was added to subitems to align with other parts of survey that include to/from school as part of “at school.” Final subitem is trial item (see 21a); changes in school policy on use of electronics needs to be accommodated into categories of bullying.

Very few of the students we talked to had experienced any kind of cyber-bullying. One student mentioned being cyberbullied by someone anonymously, which raises questions about how students

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can evaluate whether there is a power differential if they don't know who the bully is. In her case, the anonymous incident did not impact her very much, and when she answered the bullying questions she was more focused on an event with a student she knew that upset her more. In two cases, the students had been cyber-bullied by people they did not know. In one case the student thought of the incident at Q22 and reported it there, even though the person doing the bullying was a friend of a friend's ex-girlfriend who she never met and did not go her school. This same student, though, had also been cyber-bullied in a separate, unrelated incident that did involve a classmate. But in probing she said she thought of both incidents together at Q22 and when asked this question. Another student had been cyber-bullied on Instagram, but it was a "random person" who she didn't even know who had made racial comments toward her. She considered this bullying because it was about race, but she did not think of this incident at Q22 because the person was not connected to her school. This would be an example of a desired response process – for the question to prompt respondents to consider all "eligible" incidents and then make a judgment on whether the incident met the criteria for reporting. Another student thought of an incident that happened to her on twitter and answered "yes" to Q22 but it only happened once so she said "no" at Q23a. So she did count the cyber-bullying at the general question on bullying, but it just didn't "qualify" in the end.

Among those who had not experienced any cyber-bullying, when probed in the abstract they were quite mixed about whether would have reported it earlier at Q22 if it had happened – some saying yes absolutely and that it made no difference where it happened, and some saying simply that they were only thinking of in-person bullying at Q22. Some said it wasn't really relevant because they don't use social media, and only text with their close friends. One student noted they'd done "tons of lessons" on this in school so he did think of cyber-bullying at Q22, but it didn't apply to him. In the end, we found the evidence on this rather mixed and difficult to assess. The few students who did have actual cyber-bullying incidents happen to them all thought of those incidents at Q22. Some of those incidents in the end were discounted, but for legitimate reasons (e.g. the person doing the cyber-bullying was a stranger and not school-related, or the incident was not repeated). But another student was cyber-bullied by a person she did not know and was only very indirectly related to school (a classmate's boyfriend's ex-girlfriend) but she still reported it at Q22. It seems possible – even likely -- that the students who said they were only thinking of in-person bullying at Q22 would have answered differently if they had actually experienced cyber-bullying. Indeed that was the case for the few students who said they had experienced any kind of online bullying. However, we simply did not talk to enough subjects to be confident about this.

With regard to the cyber-bullying moving to/from online, home and school, we again had to probe mostly in hypothetical terms and students were also very mixed. Comments included:

- it would depend on the subject and whether it had to do with school or not. She made a distinction over whether it was about "school issues" (getting bad grades) versus "personal" (criticizing ones clothes).
- if it starts at school, it would be related to school even though it happens online
- even if the bullying doesn't happen at school, it would be related to school because they see you at school, so what they're saying must have something to do with what you're doing at school
- she'd consider it school-related because it wouldn't have started if something didn't happen at school

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- at school you don't have control over your environment the way you do at home. At home you can limit where you go, the people you text, the programs you use, etc. But you have to go to school
- she saw students as members of the school community, so if they bully each other online outside of school it's still related to the school
- he said bullying affects one's education so it is the school's business.
- often cyber-bullying is anonymous, but he thought he could/would tell a teacher about it if it involved a classmate.
- cyber-bullying would had to have happened in the building; she wouldn't count it if it happened outside school
- cyber-bullying that happens ONLY outside of school is not school-related, even if it involves classmates.
- video games are where people get nasty but he wouldn't consider it related to school bullying because it's strangers doing it.
- there is a link between school and online, such as teachers who are "secret agents" – they make up an online profile on Facebook so they can monitor cyber-bullying and cheating

Unrelated to cyber-bullying, students commented on the location of bullying. One student said that older kids "call" seats on the bus, and younger kids can't really sit there. The student didn't consider this bullying because this is a blanket rule, not personal to any particular kid. Another student noted that some of the worst bullying happens on the bus because no one is patrolling. Regarding places not mentioned in the questions, one student said a lot of bullying takes place at the gym. Another noted the auditorium and lobby.

One final note: this question does not specify "in this school year" while most other questions do.

### **Q27: Effects of Bullying**

#### **Round 1:**

This school year, how much has bullying affected:

#### **Round 2:**

This school year, how much has bullying had a negative effect on:

(READ RESPONSES FOR EACH)

- Your school work
  - Your relationships with friends
  - Your physical health (for example, caused injuries, gave you headaches or stomach aches)
  - How you feel about yourself
- Not at all
- Not very much
- Somewhat
- A lot

NCES testing goals and probing recommendation:

Use last sub-item (e) to probe: Has bullying affected you in other ways? How? To what extent? (Purpose is To determine if this question captures the most serious/common effects of bullying). May not need last item On final survey.

NCES rationale for change:

## Attachment A

Question about purely physical effect of bullying has been expanded based on current research on impacts of bullying (Ybarra, Espelage, Mitchell, in progress; Beran et al 2012; National Children's Medical Center Clinic for Health Problems Related to Bullying, Checklist for Pediatricians from website accessed 9/3/2013).

In Round 1, some students noted that bullying had a silver lining by firming up relationships with friends (e.g. by helping them realize they had each other's backs). One student said the experience of being bullied helped him by making him think about how he would get out of bullying. Another said he was bullied in kindergarten but it helped him because he learned to ignore bullies. And another said it made her more sensitive and prompted her to examine her own actions to make sure she wasn't offending others. For these reasons we recommended changing the stem of the question slightly to "This school year, how much has bullying had a negative effect on..." for Round 2. After this change was implemented, no more reports of the silver lining effects of bullying were reported.

Several students noted negative effects – some already covered in the question. One said it makes him scared to get up and give presentations at school now, and some mentioned feeling worthless and having low self-esteem. Others reported negative effects on their emotional well-being that were not already captured by the question. One student said the bullying (which was so extensive and severe that she changed schools) led to depression and inclinations toward self-harm. Another student said the bullying made her stop eating, but during probing she thought she should have included this under physical effects (although she did not report any physical effects). Another said it made her start eating a lot because eating made her feel better. One student said the bullying made her cry a lot until she decided not to let it bother her. And some students said bullying could make kids not want to go to school, or to change schools.

Several students talked about bullying having a negative effect on relationships with other people in addition to friends. Several students said it affected their relationships with family members. One said he doesn't feel he can talk to them and feels down about this. Another said she feels it distanced her from her sister. Other students talked about how bullying affected relationships with co-workers; one said it ruined those relationships. And some said the question would be better if it asked about effects on "relationships with other people." That would be more inclusive, because bullying affects popularity in general and relationships with different types of people like family members and co-workers.

Other students noted what might be considered "spill-over" effects by being associated in any way with a bullying incident, even if they were only indirectly involved (e.g. by sticking up for their friends, or a smaller kid). They worried about "getting dragged into it" or "getting in trouble at school" by association.

### **Q28: Hate crimes**

#### **Rounds 1 and 2:**

When you were bullied in school this year, did you ever think it was related to ...

- a. Your race?
- b. Your religion?
- c. Your ethnic background or national origin - for example, people of Hispanic origin?
- d. Any disability – such as physical, mental, or developmental disabilities - you may have?

## Attachment A

- e. Your gender?
- f. Round 1: Your sexual orientation - by this we mean homosexual, bisexual, or heterosexual?
- g. Round 2: Your sexual orientation - by this we mean gay/lesbian, bisexual, or heterosexual/straight?
- h. Your physical appearance?
- i. Some other reason?

NCES testing goals and probing recommendation:

For entire series: to evaluate change in “don’t know” category, note whether students are hesitant or asking for clarification in responding to each item. (These ask if students “think” bullying was related to these categories, so “don’t know” should not be needed.). For item f: need to determine if this vocabulary (homosexual, heterosexual) is well understood, particularly by younger students. Test alternate version: “Your sexual orientation – by this we mean gay, straight, or bisexual?” Are both versions understood equally well by students? For item h probe: what other reasons? (Need to determine whether we are missing significant category, or whether one of the other items needs clarification so students understand what to include there.)

NCES rationale for change:

Created in response to commitment of ED to collect information on bullying in LGBT and other vulnerable populations (pp 22-23).

Only a few students we talked to thought any of the school-related bullying was related to any of these categories. For instance, one student said kids would make fun of his eyes and call him “yellow” and he did not hesitate to answer “yes” to Q28a. Other students mentioned being bullied for their appearance, their gender, their religion, and “some other reason.” The other reason was “because of who I am.” In this case, the student thought that having lots of friends and being well-liked made her a target for bullying. Otherwise, when probed in the hypothetical, students were entirely mixed. Some said they’d want to be sure there was a connection with these categories and the bullying before saying “yes” because they wouldn’t want to be wrong. Some were more emphatic, saying you’d have to be 100% sure and that you’d have to give a certain “straight yes or a straight no” -- you should not just be guessing. But many students thought it would be ok to say “yes” even if they weren’t certain; it could just be an impression but it was ok to say “yes.” Some other students said it was the perception of the people involved that was most important.

Regarding item f, by far the most common terms students used were “gay” and “straight.” Most all students said the terms were equivalent/interchangeable and they understood all of them, but some students thought other students may have trouble with the terms homosexual, heterosexual and bisexual. On the other hand, some of the older kids offered an opinion that in an official context, terms like “homosexual” and “heterosexual” might be more appropriate but they had no trouble understanding any of the terms. The one exception was the term “heterosexual.” Of all the terms, this was the only one where some kids (across the age range) said they weren’t very familiar with the term and questioned what it meant. One student said “gay” to him refers only to men, and that “gay or lesbian” would cover both men and women. One other note is that in a production setting it may not be clear to interviewers how to “read” a slash embedded in the question text. Given this, and the findings on the most commonly-recognized terms, we would recommend wording this response category as “...by this we mean gay, lesbian, bisexual or straight.”

Regarding item h, no students mentioned any additional categories per se, but one student said that people might be bullied based indirectly on these characteristics – e.g. having a gay parent, or a sibling who was disabled.

## Attachment A

## Q29a/b/c: Cyber-bullying

### Rounds 1 and 2:

29a. We know that not all bullying happens in a specific place at school. Bullying can happen anywhere by electronic means, such as online or by text. You may include events you told me about already. During this school year, have you been bullied online or by text?

29b. When you were bullied electronically this school year, did it happen, or were you afraid it would happen, over and over?

29c. When you were bullied electronically this school year, were you ever bullied by someone who had more power or strength than you? This could be because the person was bigger than you, was more popular, had more money, or had more power than you in another way.

NCES testing goals and probing recommendation:

29a: Essential question is whether cyber-bullying that is part of school bullying is included in answers on 22 – or do we need this separate question? Do they see this question only as a repetition of 22, or are they bringing up other instances? If they did not indicate they were bullied in 22 and never got question Q25 (on where bullied), would they have changed their answer about being bullied “at school” if they thought about online/text bullying by classmates as school related? Or, does this confuse students who think if they never use their devices at school the electronic bullying can’t be “at school”. Compare to item 25. If they said “yes” on 25 and “no” on 29a: You did say you were bullied online or by text at school (25). How was that different from this question? If they said “yes” on both: Are there examples you included here (29a) that you did not include in school bullying online or by text (25)? If yes, how was the bullying incident different? If they said “no” on 22 or 25, and “yes” on 29a: You did not say you were bullied (or bullied online or by text) at school. When you say you were bullied electronically on this question, was it related to something that happened at school? Did you know if classmates were involved in the electronic bullying? Probe: Are the follow-up questions clear? Did you know who was responsible for the electronic bullying (29c) (i.e. can they determine power imbalance)? Would they change their original answer to 29a (bullied electronically) after hearing 29b and 29c? Determine what instances of “electronic bullying” students discount when repetition and power imbalance are required.

NCES rationale for change:

29a: Part of change to align with CDC definition: electronic bullying is seen as a means, not a separate type of bullying. With definitional alignment comes need to differentiate electronic bullying that is under school purview from that which is not. Cog Lab in 2012 indicated incidents merge – start in person, continue online, and vice versa. Sub-items deleted based on cog lab testing in July 2012 indicating that students do not differentiate between types of electronic communication, nor do they restrict a conversation thread to one mode. 29b/c: These filter questions are designed to align SCS bullying estimates with the CDC definition of bullying.

For the most part many of the issues with this question were covered in Q22 and/or Q25. Four factors specific to cyber-bullying that muddied the waters were whether the person doing the bullying was (1) anonymous or named; (2) if named, whether the student knew them personally or only by association with other friends (in-person or online friends); (3) whether the person went to their school; and (4) where the cyber-messages were retrieved (e.g. on Facebook at home, text at school, etc.). Very few students had actually experienced cyber-bullying so most of these issues had to be explored through probing about hypothetical incidents. Students talked about cyber-bullying by “trolls” and one student who was bullied anonymously said she would not think to report this on a survey like this because she had no idea who the person was or whether the incident was at all school-related. But in another case, the respondent did report a cyber-bullying incident even though she did not know the person. She did, however, know who the person was, that she did not go to the same school, and that she was indirectly connected through a friend’s boyfriend.

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During probing about hypothetical cyber-bullying, students again were very mixed about these issues. Some said they would count an incident as cyber-bullying even if the person went to another school and they got a text while at home. Another said the student doing the bullying would have to go to her school for it to count. If they go to a different school, you can just avoid them, but if they go to your school you can't – you have to go to school. Another student said he would still consider an incident school-based even if he got a text while at home.

Regarding repetition and a power differential, students mostly echoed the same comments they had made in Q22. In the case of cyber-bullying, though, the power differential can be difficult to assess since sometimes the person being bullied doesn't even know the person doing the bullying. And students pointed out that the concept of repetition takes on a somewhat different meaning because once something is posted online people can look at it over and over. Another aspect specific to cyber-bullying is the social network. One student said she blocked a girl who cyber-bullied her so that she couldn't do it again, but she doesn't know how many connections the girl who did it has and whether those people can still see the post.

In sum, collating findings across Q22, Q25 and Q29, results simply were not conclusive. While some students said that they were not thinking of cyber-bullying at Q22 in the abstract, the few students who actually were victims of cyber-bullying all reported being bullied at Q22 – even if the student doing the bullying did not go to their school. In one instance, Q22 made the respondent think of an incident of cyber-bullying she had experienced, but she did not say “yes” to Q22 because the source was anonymous.

One outstanding question is: would all students who were cyber-bullied report it at Q22 or is something like Q29 necessary to prevent under-reporting? One way to address this would be to recruit more students who actually were victims of cyber-bullying and conduct more qualitative interviews. The objective would be to compare answers from students who had real-life experience being cyber-bullied to the answers of the students from this testing who were not victims but simply offering their thoughts on hypothetical incidents. Another avenue for assessing the risk of under-reported cyber-bullying would be to include Q29 in the field and examine prevalence. However, based on these findings, it seems evident that some instances of cyber-bullying reports could be false-positives if students report incidents by people they don't even know and/or who don't go to their school. Therefore, for testing purposes, a “yes” to Q29 could include a follow up question to determine how the respondent knows the person doing the bullying (if they know them at all). Regarding where the cyber-bullying is noticed, we had very few cases to go on, but found no evidence that students would discount school-related cyber-bullying just because they may get the message while not physically on school grounds.

### **Q30: Hate crimes**

#### **Rounds 1 and 2:**

During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.

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NCES testing goals and probing recommendation:

Probe: If responses on 28 and 30 are different (yes in one place, no in the other) ask “When is being called a hate-related word different than being bullied?” If responses on both 19a and 21a are yes determine if these are the same incidents. Ask: Was this always related to the times you said you were bullied?

NCES rationale for change:

These questions about hate-related words are mostly unchanged. However, probe is requested because language about these protected categories now appears under bullying (28) which may seem repetitive or confusing.

Very few of our subjects reported being victims of hate crimes, but among those who had, all but one had said “yes” to Q22 and “yes” to one or more category at Q30. The case of a discrepancy was a girl who had said “no” to Q22 and “yes” here to gender. But she explained that she said “yes” to Q30 because some of her guy friends called her a bitch once, when she was in an especially bad mood. She realized, though, that they were just joking and not trying to be mean; for her the difference was in the intent and that is why she didn’t report it at Q22.

For most students this question did not apply but when asked hypothetically, students said they would report a hate crime as bullying. They said someone is still putting you down, and that hate-related words are harmful and mean. Another student said although it isn’t physical, hate crimes can cause people (especially those who are less “emotionally sound”) to be upset and question themselves.

### **Q35a/b/c: Avoidance vs Fear**

#### **Rounds 1 and 2:**

How often are you afraid that someone will attack or harm you in the school building or on school property?

How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?

Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?

NCES testing goals and probing recommendation:

Are there indications that students still feel they have answered the fear questions by answering the previous avoidance questions?

NCES rationale for change:

The question is unchanged. The introduction to the question attempts to clarify difference between these questions (fear) and previous questions (avoidance). Based on FR feedback indicating students are frustrated by seeming repetition.

Students were quite mixed in their impressions of whether this question was different from or just repeating Q33/34. Those who felt they were different questions said things like:

- you can be afraid of something but still not avoid it
- one might not be able to avoid a place but they’re still afraid
- you can be worried about a certain place but it doesn’t prevent you from going there
- fear can lead to avoidance
- being afraid is having second thoughts, while avoiding is succumbing to that fear

## Attachment A

- there are different levels of how scared you are, and avoidance is at the top level
- they are related but could have two completely different answers

But some students said both questions are asking about the same concepts and use similar words. These students said thing like:

- if you're avoiding something, it means you're afraid of it (though she agreed that one can be afraid of something and not avoid it)
- if you're not afraid of someplace you won't avoid it
- if you're afraid of something then you're avoiding it
- the fear question is asking if you avoid places because people attack you
- if you're afraid of someone harming you, you make an excuse not to go to activities
- the fear questions gets at avoiding too

## IV. SUMMARY

It seems that both versions of the bullying questions were fairly effective. In Round 1, several students said “no” to the simple yes/no bullying question but then said “yes” to one or more of the incidents listed in a-g, and went on to say “yes” to both repetition and a power differential, and indeed their description of the incident did seem to constitute bullying. This suggests that the stem of Q22:

Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?

would be inadequate to capture bullying, but that including the follow-up items a-g would capture incidents that could constitute bullying (even if the student would say “no” to just the yes/no question). Evidence further suggests that Q23a and Q23b could serve to reclassify the event as not bullying if the student did not feel that both repetition and a power differential were part of the incident. In other words, there was no strong evidence that students misunderstood any of these questions per se, and there was evidence that as a group they serve to capture bullying by casting a wide net, and then allowing the analyst to “downgrade” the incident if both repetition and a power differential were not present.

The caveat to these results is in the one case noted where the student experienced two isolated incidents and conflated them. In this case, the problem resulted in an over-report of bullying because neither incident had been repeated. Our subject pool simply did not provide enough cases to truly explore how respondents would negotiate the disconnect between Q22 and items a-g asking about any/all bullying and Q23a/b asking if there was repetition or a power differential component to ANY of those incidents. It is possible that this disconnect could manifest in reporting problems – respondents could either conflate multiple incidents into one, or they could have trouble deciding which incident to think about in answering Q23a/b if the answers are different for different episodes. What is unknown is the prevalence of multiple, completely separate bullying episodes, the heterogeneity of those experiences, and the extent to which the final measure of bullying could be affected.

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## Attachment A

The Round 2 testing demonstrated that clearly defining bullying in the question was effective from a comprehension standpoint. However, it simply cannot be assessed whether students will be as attentive in a production setting as they were in the cognitive lab, and it is always a risk with longer questions like this that interviewers will not read the entire text. If, for example, only the first part of the question was read before interviewers got cut off:

Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when...

the question would essentially revert to an abbreviated version of Round 1 Q22 and a-g, but without the benefit of Q23a/b to allow the incident to be reclassified as not bullying. On the other hand, previous research suggests that students have their own sense of whether they've been bullied and use their own definition regardless of definitions in the question text.

In sum, both question versions seem fairly effective but both have issues that could potentially have an impact on the final estimates. For the Round 1 questions, there is the possibility that respondents who experienced multiple but separate incidents would conflate the two, and/or choose the "wrong" incident when answering Q23a/b. That is, if one incident really did constitute bullying (according to CDC definitions), and the other didn't, the student may report on the non-bullying incident. For Round 2, it is possible that due to the length of the question, a non-trivial percentage of respondents would not be presented with the full stimuli included in the question, and that that lack of stimuli would result in over-reporting. Neither of these scenarios seems likely to have a major impact, but it makes the questions ideal candidates to explore in a split-ballot field test, such as:

### Version A

Q22. Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you? That is, has another student...

*(Read each category a-g.)*

- a.** Made fun of you, called you names, or insulted you, in a hurtful way?
- b.** Spread rumors about you or tried to make others dislike you?
- c.** Threatened you with harm?
- d.** Pushed you, shoved you, tripped you, or spit on you?
- e.** Tried to make you do things you did not want to do, for example, give them money or other things?
- f.** Excluded you from activities on purpose?
- g.** Destroyed your property on purpose?

Q23a. When you were bullied this school year, did it happen, or were you afraid it would happen, over and over?

Q23b. When you were bullied this school year, were you ever bullied by someone who had more power or strength than you? This could be because the person was bigger than you, was more popular, had more money, or had more power than you in another way.

### Version B

Q22. Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over,

## Attachment A

or the student being bullied thinks it might happen over and over.

By this definition, have you been bullied at school, by another student, this school year?

Q22a. Was any of the bullying verbal – that is, did it involve making fun of you, calling you names, or spreading rumors about you?

Q22b. Was any of the bullying physical -- that is, did it involve hitting, shoving, tripping, or physically hurting you in some way, or the threat of hurting you in some way?

Q22c. Was any of the bullying social -- that is, did it involve ignoring you or excluding you from activities on purpose in order to hurt you?

[NOTE: Q22a-Q22c were tested in different sequences; there was no evidence that any particular order resulted in different response patterns.]

Behavior coding (and/or systematic live monitoring) could be done, focusing on the extent to which the Round 2 version of the questions (and Round 1 for that matter) are being read as worded, and whether interviewers cut short the reading, or respondents interrupt, or both. For the Round 2 version in particular, interviewer training could stress that the full question should be read, even if the respondent interrupts. That is, interviewers should be instructed to pick up where they left off if they get interrupted. For both versions, respondent debriefing questions could be built into the questionnaires to follow up any positive reports of bullying with targeted open-ended questions asking the respondent to describe the nature of the incident, and specifically the repetition and power differential aspects.



Attachment A

INTRO 1 - Now, I would like to ask some questions about your experiences at school. We estimate the survey will take about 10 minutes. The law authorizes the collection of this data and requires us to keep all information about you and your household strictly confidential.

**E. SCREEN QUESTIONS FOR SUPPLEMENT**

<p><b>1a. Did you attend school at any time this school year?</b></p>	<p>006    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP to END</b></p>
<p><b>1b. During that time, were you ever home-schooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school?</b></p>	<p>092    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP to 1d</b></p>
<p><b>1c. Was all of your schooling this school year home schooling?</b></p> <hr/>	<p>007    1 <input type="checkbox"/> Yes - <b>SKIP to END</b> 2 <input type="checkbox"/> No</p> <hr/>
<p><b>1d. How many different schools have you attended this school year? [if student said "yes" to 1b add: Include your homeschooling as one school]</b></p>	<p>1 <input type="checkbox"/> one school 2 <input type="checkbox"/> two schools 3 <input type="checkbox"/> three or more schools</p>

Check item: if student was not homeschooled (1b = "no") continue with 2b. If student was partially homeschooled, continue with 2a.

**PROBE (1d):**

- Can you tell me why you gave that answer [to the question: How many different schools have you attended this school year]?
- What school/schools were you thinking of?
- What time period were you thinking of when I asked how many different schools you've attended?
- What do you think we mean by "different schools"? What kind of change do you think would count as going from one school to a different school?
- [if answer was 2+ different schools] Can you talk me through the changes in schools? [if needed, ask probes below]
  - What school were you in at the start of the school year?
  - When did you change schools?
  - To what school?
  - Why did you change?
  - Did you make any other changes during the school year? [when was that change, etc.]

Attachment A

<p><b>2a. During the time you were home-schooled this school year, what grade would you have been in if you were in a public or private school?</b></p>	<p>093 0 <input type="checkbox"/> Fifth or under - <b>SKIP to END</b></p> <p>1 <input type="checkbox"/> Sixth</p> <p>2 <input type="checkbox"/> Seventh</p> <p>3 <input type="checkbox"/> Eighth</p> <p>4 <input type="checkbox"/> Ninth</p> <p>5 <input type="checkbox"/> Tenth</p> <p>6 <input type="checkbox"/> Eleventh</p> <p>7 <input type="checkbox"/> Twelfth</p> <p>8 <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - <b>END</b></p>
<p><b>2b. What grade are you in?</b></p>	<p>008 0 <input type="checkbox"/> Fifth or under - <b>SKIP to END</b></p> <p>1 <input type="checkbox"/> Sixth</p> <p>2 <input type="checkbox"/> Seventh</p> <p>3 <input type="checkbox"/> Eighth</p> <p>4 <input type="checkbox"/> Ninth</p> <p>5 <input type="checkbox"/> Tenth</p> <p>6 <input type="checkbox"/> Eleventh</p> <p>7 <input type="checkbox"/> Twelfth</p> <p>8 <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - <b>SKIP to END</b></p>
<p>FIELD REPRESENTATIVE - <i>Read introduction only if any of the boxes 1-8 are marked in item 2a.</i></p> <p><b>INTRO 2 - The following questions pertain only to your attendance at a public or private school and not to being home-schooled.</b></p>	
<p><b>3. In what month did your current school year begin?</b></p>	<p>009 1 <input type="checkbox"/> August</p> <p>2 <input type="checkbox"/> September</p> <p>3 <input type="checkbox"/> Other - <i>Specify</i> _____</p>
<p><b>F. ENVIRONMENTAL QUESTIONS</b></p>	
<p><b>4a. What is the complete name of your school?</b></p> <p>_____</p> <p><b>4b. In what city, county, and state is your school located?</b></p>	<p>012 School Name</p> <p>013 City</p> <p>014 County</p> <p>015 State</p>

Skip to 3



Attachment A

9. During this school year, have you participated in any of the following activities sponsored by your school:		Yes	No
a. Athletic teams at school?	120	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?	121	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Performing arts, for example, Band, Choir, Orchestra, or Drama?	122	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?	123	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Student government?	124	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. [IF GRADES 6, 7, or 8 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?	125	1 <input type="checkbox"/>	2 <input type="checkbox"/>
[IF GRADES 9, 10, 11, or 12 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, Key Club, or Interact? Do not include community service hours required for graduation.	126	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Other school clubs or school activities?		1 <input type="checkbox"/>	2 <input type="checkbox"/>
		Specify 	_____

Attachment A

<p><b>10. The next questions are about security measures that some schools take.</b>  <b>Does your school have:</b></p> <p>a. Security guards or assigned police officers?</p> <p>b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?</p> <p>c. Metal detectors, including wands?</p> <p>d. Locked entrance or exit doors during the day?</p> <p>e. A requirement that visitors sign in and wear visitor badges or stickers?</p> <p>f. Locker checks?</p> <p>g. A requirement that students wear badges or picture identification?</p> <p>h. One or more security cameras to monitor the school?</p> <p>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</p>		<b>Yes</b>	<b>No</b>	<b>Don't know</b>	<b>School does not have lockers</b>
	028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
	095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		

**PROBE (10a,b,e) :**

- Who did you think of when I asked about "security guards or assigned police officers"? [if students thought of teachers/administrators/parents AS security guards in response category a because they acted in that role, probe for other wording that would help clarify/distinguish response categories a and b]
- Who did you think of when I asked about "other adults" supervising the hallway?
- What did you think of when I asked about "a requirement that visitors sign in and wear visitor badges or stickers"?
- Do you know what the school rules are for when adult visitors come to your school?
- Do you ever see adults in school who don't seem to work there?
- [if yes] Do those adults wear badges or stickers that indicate they are visitors?

<p><b>11. If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?</b></p>		<b>Yes</b>	<b>No</b>	<b>Don't know</b>
	167	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

**PROBES (11) :**

- Can you tell me in your own words what this question is asking?
- What kinds of "ways of reporting" do you think of?
- IF NECESSARY: Do you think of things like phone, online or writing a note and putting it in a box? Do you also think of telling someone face-to-face?
- What about the part about not giving your name? If you heard about a threat, and you

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would normally tell a parent or a teacher, who obviously already knows you, would you still say 'yes' to this question?

<p><b>12.</b> In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting? (READ CATEGORIES.)</p>	<p>156</p> <p>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>																																			
<p><b>13.</b> Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>a. Everyone knows what the school rules are.</p> <p>b. The school rules are fair.</p> <p>c. The punishment for breaking school rules is the same no matter who you are.</p> <p>d. The school rules are strictly enforced.</p> <p>e. If a school rule is broken, students know what kind of punishment will follow.</p> <p><b>f. Teachers treat students with respect</b></p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>034</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td><b>127</b></td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	034	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	<b>127</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p><b>14.</b> <b>Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p>There is a TEACHER or other ADULT at school who...</p> <p>a. Really cares about you.</p> <p>b. Listens to you when you have something to say.</p> <p>c. Tells you when you do a good job.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>173SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>175SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>176SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	173SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	175SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	176SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>															
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<p><b>15. There is a STUDENT at school who...</b></p> <p><b>a. Really cares about you.</b></p> <p><b>b. Listens to you when you have something to say.</b></p> <p><b>c. Believes that you will be a success.</b></p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>b.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>c.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	b.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	c.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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c.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																	
<p><b>PROBES (15):</b></p> <ul style="list-style-type: none"> <li>Who were you thinking of when I asked that question (you don't have to tell me their real names - just think of what person or people you had in mind).</li> <li>Do you think of them as a friend? (Why or why not?)</li> <li>Do you think they think of you as a friend? (Why or why not?)</li> <li>What else is important in a friend to show they like you as much as you like them?</li> </ul>																					
<p><b>16. Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p><b>There is a lot of crime in the neighborhood where you live.</b></p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>179SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	179SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p><b>17. Thinking about the neighborhood where your SCHOOL IS LOCATED, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p><b>There is a lot of crime in the neighborhood where you go to school.</b></p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>181SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	181SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p><b>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p><b>You feel safe in your school</b></p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td></td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																	
<p><b>PROBES (18, ref. to 10, 16, 17):</b></p> <ul style="list-style-type: none"> <li>[review answers to Q10; Q16 and Q17].</li> <li><b>Refer to Q10:</b> Earlier you mentioned that your school takes these security measures: [x,y,z]. Do you think those measures work to keep you safe?</li> <li>[if no] What do you worry could happen, even though the school has those security measures?</li> <li><b>Refer to Q16:</b> When I asked you about crime in the neighborhood where you live, what were you thinking of? Can you walk me through what specific blocks near your house you had in mind as the "neighborhood where you live"?</li> <li>Can you tell me more about why you answered the way you did?</li> <li><b>Refer to Q17:</b> When I asked you about crime in the neighborhood where your school is located, what were you thinking of? Can you walk me through what specific blocks near your school you had in mind?</li> <li>Can you tell me more about why you answered the way you did?</li> <li>Probe to see if student could focus on the difference in Q16 versus Q17 (feeling safe where they live versus go to school).</li> </ul>																					

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**INTRO 3 - Now I have some questions about things that happen at school. For this survey, "at school" includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.**

**19. The following question refers to the availability of drugs and alcohol at your school.**

FIELD REPRESENTATIVE - *For each item ask,*

**Is it possible to get \_\_\_\_\_ at your school?**

**a. Alcoholic beverages**

	Yes	No	Don't know
040	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

**b. Marijuana**

041	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
-----	----------------------------	----------------------------	----------------------------

**c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin or Adderall?**

159	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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**d. Other illegal drugs, such as cocaine, uppers, or heroin.**

048	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
-----	----------------------------	----------------------------	----------------------------

*If "Yes" is marked, ASK - What drugs?  
(Exclude tobacco products.)*

↓  
Specify \_\_\_\_\_

**PROBES (19):**

- Prescription drugs are legal but sometimes people get and sell them illegally, like oxycontin, Ritalin and adderall. Are there other kinds of prescription drugs you know of that are available? Did you include them in your response?
- What are some of the other names for those drugs?
- Are they very popular?
- What about drugs that are illegal, like cocaine, uppers and heroin? Do you know of other illegal drugs that are available? Did you include them in your response?
- What are some of the other names for those drugs?
- Which drugs do you think are fairly popular now?
- What are the most common names for those drugs?

**20. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school?**

1  Yes  
2  No

**PROBES (20):**

- Can you tell me more about what you saw?
- What made you think the student was under the influence?
- What kinds of drugs or alcohol do you think the student was using?
- What makes you think that?

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<b>G. FIGHTING, BULLYING AND HATE BEHAVIORS</b>		
<b>21a.</b> During this school year, have you been in one or more physical fights at school?	103	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 22
<b>21b.</b> During this school year, how many times have you been in a physical fight at school?	104	<input type="text"/> <input type="text"/> <input type="text"/> (Number of times)
<p><b>22.</b> Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?</p> <p><b>That is, has another student...</b> (Read each category a-g.)</p> <p><b>a. Made fun of you, called you names, or insulted you, in a hurtful way?</b></p> <p><b>b. Spread rumors about you or tried to make others dislike you?</b></p> <p><b>c. Threatened you with harm?</b></p> <p><b>d. Pushed you, shoved you, tripped you, or spit on you?</b></p> <p><b>e. Tried to make you do things you did not want to do, for example, give them money or other things?</b></p> <p><b>f. Excluded you from activities on purpose?</b></p>		<p><b>Yes</b>                      <b>No</b></p> <p>134    1 <input type="checkbox"/>                      2 <input type="checkbox"/></p> <p>135    1 <input type="checkbox"/>                      2 <input type="checkbox"/></p> <p>136    1 <input type="checkbox"/>                      2 <input type="checkbox"/></p> <p>137    1 <input type="checkbox"/>                      2 <input type="checkbox"/></p> <p>138    1 <input type="checkbox"/>                      2 <input type="checkbox"/></p> <p>139    1 <input type="checkbox"/>                      2 <input type="checkbox"/></p> <p>140    1 <input type="checkbox"/>                      2 <input type="checkbox"/></p>
<b>CHECK Item 22</b> Are all categories a-g marked "No" in Q22 above?		1 <input type="checkbox"/> Yes - <b>SKIP</b> to 29a 2 <input type="checkbox"/> No
<p><b>PROBES:</b></p> <p><b>If respondent says yes to Q22.v1:</b></p> <ul style="list-style-type: none"> <li>• Can you tell me about what happened?</li> <li>• Did it happen only one time, or more than once? [if one time] Were you afraid it might happen again?</li> <li>• Did the other person have more power than you in some way - for example, were they stronger or bigger than you, more popular, or had more money than you?</li> </ul> <p><b>All respondents:</b></p> <ul style="list-style-type: none"> <li>• Can you tell me what you think of when you hear the word "bullied"?</li> <li>• What kinds of behavior do you think "count" as bullying? (Why?)</li> <li>• I'd like to read through a short list, and for each one, can you tell me if you think this would count as bullying?             <ul style="list-style-type: none"> <li>o Made fun of you, called you names, or insulted you, in a hurtful way?</li> </ul> </li> </ul>		

Attachment A

- o Spread rumors about you or tried to make others dislike you?
- o Threatened you with harm?
- o Pushed you, shoved you, tripped you, or spit on you?
- o Tried to make you do things you didn't want to do, like give them money or other things?
- o Excluded you from activities on purpose?
- o Destroyed your property on purpose?
- Do you think of bullying as something that is repeated over and over (or could be), or do you think even if something only happened once and is not likely to happen again that it could be considered bullying?
- What about the idea of one student having more power than the other in some way. Do you think that if two students have about the same power that they could bully each other?

<p><b>23a. When you were bullied this school year, did it happen, or were you afraid it would happen, over and over?</b></p> <p>_____</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p> <hr/>
<p><b>23b. When you were bullied this school year, were you ever bullied by someone who had more power or strength than you? This could be because the person was bigger than you, was more popular, had more money, or had more power than you in another way.</b></p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>

- PROBES (23a):**
- Can you tell me, in your own words, what this question is asking?
  - If something only happened one time, do you think that would "count" as bullying? Why or why not?
  - Do you think it should count as bullying if it only happened once?
  - What do you think it means to feel afraid that something would happen over and over?
- PROBES (23b):**
- Can you tell me, in your own words, what this question is asking?
  - If something happened between two students but neither one had more power over the other one - they were about the same strength and size, and neither one was more popular or had more money than the other - do you think that would "count" as bullying? (Why or why not)?
  - Would you change your answer to question 22 (**During this school year, has any student bullied you?**) after hearing Q23a [repetition] and 23b [power]?

<p><b>24. During this school year, how often were you bullied?</b> (READ CATEGORIES 1-4.)</p>	<p>142</p> <p>1 <input type="checkbox"/> Once or twice this school year 2 <input type="checkbox"/> Once or twice a month 3 <input type="checkbox"/> Once or twice a week, or 4 <input type="checkbox"/> Almost every day 5 <input type="checkbox"/> Don't know</p>
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- PROBES (24):**
- Can you tell my why you answered the way you did?

Attachment A

<p><b>25. Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur ...</b></p> <p><i>(READ CATEGORIES) Mark (X) all that apply</i></p>	<p>143 1 <input type="checkbox"/> In a classroom at school?          168 2 <input type="checkbox"/> In a hallway or stairwell at school?          169 3 <input type="checkbox"/> In a bathroom or locker room at school?          173 4 <input type="checkbox"/> In a cafeteria or lunchroom at school?          146 5 <input type="checkbox"/> Somewhere else inside the school building? – Specify _____          144 6 <input type="checkbox"/> Outside on school grounds?          145 7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop?          8 <input type="checkbox"/> Online or by text?</p>																									
<p><b>PROBES (25):</b>  <b>PROBES 25/7:</b></p> <ul style="list-style-type: none"> <li>• Can you tell me why you answered the way you did?</li> <li>• What about being bullied on the way to or from school, including on the bus or at the bus stop. Can you tell me in your own words what that question is asking?</li> </ul> <p><b>PROBES 25/8:</b></p> <ul style="list-style-type: none"> <li>• Can you tell me, in your own words, what it means to be bullied online or by text?</li> <li>• A little earlier I asked whether you were bullied (re-read appropriate version – Q22.v1 or Q22.v2):             <ul style="list-style-type: none"> <li>◦ Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you? [etc.]</li> </ul> </li> <li>• Were you thinking of bullying that can happen online or by text when I first asked that question, or just bullying that happens in person?</li> <li>• Did any kind of bullying happen to you online or by text that you did not think about or didn't mention for some reason back at that earlier question? (Why or why not?)</li> <li>• What about bullying that started at school but then continued online or by text – would you think of the online or text bullying as being related to school in some way, even though it didn't actually happen at the physical school? (Why or why not?)</li> <li>• And what if a schoolmate bullied you online or by text but it never happened at the physical school – do you think you would say yes or no to "online or by text"? Why?</li> </ul>																										
<p><b>26. Did you tell a teacher or some other adult at school about being bullied?</b></p>	<p>147 1 <input type="checkbox"/> Yes          2 <input type="checkbox"/> No</p>																									
<p><b>27. This school year, how much has bullying affected:</b>  <i>(READ RESPONSES FOR EACH)</i></p> <p><b>a. Your school work</b></p> <p><b>b. Your relationships with friends</b></p> <p><b>c. Your physical health (for example, caused injuries, gave you headaches or stomach aches)</b></p> <p><b>d. How you feel about yourself</b></p>	<table border="1"> <thead> <tr> <th></th> <th><b>Not at all</b></th> <th><b>Not very much</b></th> <th><b>Somewhat</b></th> <th><b>A lot</b></th> </tr> </thead> <tbody> <tr> <td>a.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>b.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>c.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>d.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Not at all</b>	<b>Not very much</b>	<b>Somewhat</b>	<b>A lot</b>	a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	b.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	c.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	d.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	<b>Not at all</b>	<b>Not very much</b>	<b>Somewhat</b>	<b>A lot</b>																						
a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																						
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d.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																						
<p><b>PROBES (27):</b></p>																										

Attachment A

- Can you tell me why you answered the way you did?
- Has bullying affected you in other ways?
- In what ways?
- Can you tell me about how seriously it's affected you?

**28. When you were bullied in school this year, did you ever think it was related to ...**

	<b>Yes</b>	<b>No</b>
<b>a. Your race?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>b. Your religion?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>c. Your ethnic background or national origin - for example, people of Hispanic origin?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>d. Any disability – such as physical, mental, or developmental disabilities - you may have?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>e. Your gender?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>f. Your sexual orientation - by this we mean homosexual, bisexual, or heterosexual?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>g. Your physical appearance?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>h. Some other reason?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>

**PROBE (28):**

- Can you tell me why you answered the way you did?
- Did you feel you'd have to be certain that the incident was related to one of these categories for you to say "yes"? Or do you think you could say "yes" even if you were not absolutely certain there was a connection?
- **Response category f:** Can you tell me, in your own words, what this means: "Your sexual orientation - by this we mean homosexual, bisexual, or heterosexual?"
- What if I had asked it this way: "Your sexual orientation - by this we mean gay, straight, or bisexual?" Are both versions understood equally well?
- **For item h probe:** What other reasons do you think you were bullied?

Attachment A

<p><b>29a. We know that not all bullying happens in a specific place at school. Bullying can happen anywhere by electronic means, such as online or by text. You may include events you told me about already. During this school year, have you been bullied online or by text?</b></p> <p>_____</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 30</p> <p>_____</p>
<p><b>29b. When you were bullied electronically this school year, did it happen, or were you afraid it would happen, over and over?</b></p> <p>_____</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p> <p>_____</p>
<p><b>29c. When you were bullied electronically this school year, were you ever bullied by someone who had more power or strength than you? This could be because the person was bigger than you, was more popular, had more money, or had more power than you in another way.</b></p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>

**PROBES (29a):**

- [if yes] Can you tell me about what happened?
- Can you tell me, in your own words, what this question is asking?
- Can you give me some examples of what you think of as being bullied online or by text?
- [If "yes" at 25/8 and "no" at 29a]: Earlier you had said you were bullied online or by text at school, but you said "no" to this question. Can you tell me why?
- [If "yes" to both 25/8 and 29a]: Did this question make you think of bullying incidents different from the ones you already included in the earlier question (25/8)?
- What made you think you should [include or exclude] the online/text bullying in that earlier question?
- [If "no" to 25/1 and 25/8, and "yes" at 29a]: In that earlier question you did not mention being bullied at school, and you said "yes" to this question. Can we talk about that - what is it about the incidents that made you say "no" to the earlier question but "yes" to this one?

**PROBES (29b):**

- Can you tell me, in your own words, what this question is asking?
- If something only happened one time, do you think that would "count" as bullying? Why or why not?
- Do you think it should count as bullying if it only happened once?

**PROBES (29c):**

- Can you tell me, in your own words, what this question is asking?
- If something happened between two students but neither one had more power over the other one - they were about the same strength and size, and neither one was more popular or had more money than the other - do you think that would "count" as bullying? Why or why not?
- Do you usually know who is doing the bullying online?
- Would you change your answer to question 29a after hearing Q29b and 29c?

<p><b>30. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.</b></p>	<p>065 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 32</p>
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**PROBES (30):**

- Can you tell me why you answered the way you did?
- [If 28 was 'yes' to any category, and 30 is 'no']: When I asked "When you were bullied in

Attachment A

school this year, did you ever think it was related to..." you said you thought the bullying was related to [read categories]. And now when I asked "During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation?" you said 'no.' Why is that?

- [If 28 was 'no' to all categories, and 30 is 'yes']: When I asked "When you were bullied in school this year, did you ever think it was related to..." you said you thought the bullying was not related to [read categories]. And now when I asked "During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation?" you said 'yes.' Why is that?
- For you, what makes being called a hate-related word different than being bullied?

31. Were any of the hate-related words related to ...	Yes	No	Don't know
a. Your race?	107SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Your religion?	108SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Your ethnic background or national origin (for example, people of Hispanic origin)?	109SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Any disability (by this I mean physical, mental, or developmental disabilities) you may have?	110SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Your gender?	111SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Your sexual orientation?  If "yes," SAY- (by this we mean homosexual, bisexual, or heterosexual)	112SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
32. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?	066 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No		

Attachment A

H. AVOIDANCE			
<p><b>33. During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?</b></p> <p><i>(READ CATEGORIES.)</i></p> <p>a. For example, did you ever STAY AWAY from the shortest route to school because you thought someone might attack or harm you?</p> <p>b. The entrance into the school?</p> <p>c. Any hallways or stairs in school?</p> <p>d. Parts of the school cafeteria?</p> <p>e. Any school restrooms?</p> <p>f. Other places inside the school building?</p> <p>g. School parking lot?</p> <p>h. Other places on school grounds?</p> <p>i. <b>School bus or bus stop?</b></p>	<p><b>Yes</b></p> <p><b>No</b></p>	<p>068</p> <p>069</p> <p>070</p> <p>071</p> <p>072</p> <p>073</p> <p>074</p> <p>075</p>	<p>1 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p>
<p><b>34a. Did you AVOID any activities at your school because you thought someone might attack or harm you?</b></p>		<p>076</p>	<p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>
<p><b>34b. Did you AVOID any classes because you thought someone might attack or harm you?</b></p>		<p>077</p>	<p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>
<p><b>34c. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</b></p>		<p>078</p>	<p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>

Attachment A

<b>I. FEAR</b>	
<b>Intro: Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.</b>	
<p><b>35a. How often are you afraid that someone will attack or harm you in the school building or on school property?</b></p> <p><i>(READ CATEGORIES.)</i></p>	<p>079    1 <input type="checkbox"/> <b>Never</b>            2 <input type="checkbox"/> <b>Almost never</b>            3 <input type="checkbox"/> <b>Sometimes</b>            4 <input type="checkbox"/> <b>Most of the time</b></p>
<p><b>35b. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?</b></p> <p><i>(READ CATEGORIES)</i></p>	<p>080    1 <input type="checkbox"/> <b>Never</b>            2 <input type="checkbox"/> <b>Almost never</b>            3 <input type="checkbox"/> <b>Sometimes</b>            4 <input type="checkbox"/> <b>Most of the time</b></p>
<p><b>35c. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?</b></p> <p><i>(READ CATEGORIES)</i></p>	<p>081    1 <input type="checkbox"/> <b>Never</b>            2 <input type="checkbox"/> <b>Almost never</b>            3 <input type="checkbox"/> <b>Sometimes</b>            4 <input type="checkbox"/> <b>Most of the time</b></p>
<p><b>PROBES (33, 34, 35):</b></p> <ul style="list-style-type: none"> <li>• Can you tell me why you answered the way you did?</li> <li>• Now I'd like to ask you about those last three questions.</li> <li>• Can you tell me, in your own words, what this question was asking: "How often are you afraid that someone will attack or harm you in the school building or on school property?"           <ul style="list-style-type: none"> <li>◦ Do you think of that as being the same or different from the question "Did you AVOID any activities at your school because you thought someone might attack or harm you?"</li> </ul> </li> <li>• Can you tell me, in your own words, what this question was asking: "How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?"           <ul style="list-style-type: none"> <li>◦ Do you think of that as being the same or different from the question "Did you AVOID any classes because you thought someone might attack or harm you?"</li> </ul> </li> <li>• [IF NECESSARY]: Do you generally feel more safe at school - meaning in the school building, on school property, on the bus and so on - or outside of school? Why did you say that?</li> </ul>	

## Attachment A

<b>J. WEAPONS</b>													
<b>In the next series of questions we are going to ask you about weapons at your school. All your responses are strictly confidential and will not be shared with anyone.</b>													
<p><b>36. Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did YOU ever bring the following to school or onto school grounds?</b></p> <p><i>(READ CATEGORIES.)</i></p> <p><b>a. A gun?</b></p> <p><b>b. A knife brought as a weapon?</b></p> <p><b>c. Some other weapon?</b></p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 40%;"><b>Yes</b></th> <th style="width: 50%;"><b>No</b></th> </tr> </thead> <tbody> <tr> <td>082</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>083</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>084</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Yes</b>	<b>No</b>	082	1 <input type="checkbox"/>	2 <input type="checkbox"/>	083	1 <input type="checkbox"/>	2 <input type="checkbox"/>	084	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	<b>Yes</b>	<b>No</b>											
082	1 <input type="checkbox"/>	2 <input type="checkbox"/>											
083	1 <input type="checkbox"/>	2 <input type="checkbox"/>											
084	1 <input type="checkbox"/>	2 <input type="checkbox"/>											
<p><b>37a. Do you know of any other students who have brought a gun to your school during this school year?</b></p>	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%;">085</td> <td style="width: 40%;">1 <input type="checkbox"/> 2 <input type="checkbox"/></td> <td style="width: 50%; text-align: right;">Yes No - <b>SKIP</b> to 39a</td> </tr> </tbody> </table>	085	1 <input type="checkbox"/> 2 <input type="checkbox"/>	Yes No - <b>SKIP</b> to 39a									
085	1 <input type="checkbox"/> 2 <input type="checkbox"/>	Yes No - <b>SKIP</b> to 39a											
<p><b>37b. Have you actually seen another student with a gun at school during this school year?</b></p>	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%;">086</td> <td style="width: 40%;">1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/></td> <td style="width: 50%; text-align: right;">Yes No Don't know</td> </tr> </tbody> </table>	086	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	Yes No Don't know									
086	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	Yes No Don't know											
<p><b>38. During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?</b></p>	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%;">113</td> <td style="width: 40%;">1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</td> <td style="width: 50%;"></td> </tr> </tbody> </table>	113	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No										
113	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No												
<b>K. GANGS</b>													
<p><b>INTRO 4 - Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity. Your responses are confidential.</b></p>													
<p><b>39a. Are there any gangs at your school?</b></p>	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%;">058</td> <td style="width: 40%;">1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 40 3 <input type="checkbox"/> Don't know</td> <td style="width: 50%;"></td> </tr> </tbody> </table>	058	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 40 3 <input type="checkbox"/> Don't know										
058	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 40 3 <input type="checkbox"/> Don't know												
<p><b>39b. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?</b></p> <p><i>(READ CATEGORIES 1-5)</i></p>	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%;">089</td> <td style="width: 40%;">1 <input type="checkbox"/> <b>Never</b> 2 <input type="checkbox"/> <b>Once or twice this school year</b> 3 <input type="checkbox"/> <b>Once or twice a month</b> 4 <input type="checkbox"/> <b>Once or twice a week, or</b> 5 <input type="checkbox"/> <b>Almost every day</b> 6 <input type="checkbox"/> Don't know</td> <td style="width: 50%;"></td> </tr> </tbody> </table>	089	1 <input type="checkbox"/> <b>Never</b> 2 <input type="checkbox"/> <b>Once or twice this school year</b> 3 <input type="checkbox"/> <b>Once or twice a month</b> 4 <input type="checkbox"/> <b>Once or twice a week, or</b> 5 <input type="checkbox"/> <b>Almost every day</b> 6 <input type="checkbox"/> Don't know										
089	1 <input type="checkbox"/> <b>Never</b> 2 <input type="checkbox"/> <b>Once or twice this school year</b> 3 <input type="checkbox"/> <b>Once or twice a month</b> 4 <input type="checkbox"/> <b>Once or twice a week, or</b> 5 <input type="checkbox"/> <b>Almost every day</b> 6 <input type="checkbox"/> Don't know												
<p><b>39c. Have gangs been involved in the sale of drugs at your school during this school year?</b></p>	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%;">090</td> <td style="width: 40%;">1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</td> <td style="width: 50%;"></td> </tr> </tbody> </table>	090	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know										
090	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know												
<b>L. STUDENT CHARACTERISTICS</b>													

Attachment A

<p><b>40. During this school year, across all subjects have you gotten mostly -</b>  (<i>READ CATEGORIES 1-5</i>)</p>	<p>116    1 <input type="checkbox"/> <b>A's</b>          2 <input type="checkbox"/> <b>B's</b>          3 <input type="checkbox"/> <b>C's</b>          4 <input type="checkbox"/> <b>D's</b>          5 <input type="checkbox"/> <b>F's</b>          6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent</p>												
<p><b>41a. During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that all your responses are strictly confidential and will not be shared with anyone.</b></p>	<p>114    1 <input type="checkbox"/> Yes          2 <input type="checkbox"/> No - <b>SKIP</b> to 42          3 <input type="checkbox"/> Don't know - <b>SKIP</b> to 42</p>												
<p><b>41b. During the last 4 weeks of school, on how many days did you skip at least one class?</b></p>	<p>115    <input type="text"/> <input type="text"/> (Number of days)</p>												
<p><b>42. Thinking about the future, do you think you will ...</b></p> <p><b>a. Attend school after high school, such as a college or technical school? .....</b></p> <p><b>b. Graduate from a 4-year college? .....</b></p>	<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>Yes</b></td> <td style="text-align: center;"><b>No</b></td> <td style="text-align: center;"><b>Don't know</b></td> </tr> <tr> <td>117</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/> -- <b>END</b></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>118</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> </table>		<b>Yes</b>	<b>No</b>	<b>Don't know</b>	117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- <b>END</b>	3 <input type="checkbox"/>	118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	<b>Yes</b>	<b>No</b>	<b>Don't know</b>										
117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- <b>END</b>	3 <input type="checkbox"/>										
118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>										

**DEBRIEFING QUESTIONS**

- Did you have any other thoughts about the topics we discussed today, or the questions on this survey?
- I'm going to ask you a few quick questions about yourself for our research. Everything you say is confidential; no one outside of our team will have this information.
  - What is your race, in your own words? That is, do you think of yourself as white, black, Hispanic [etc.].
  - Can you tell me if you think of yourself as straight, gay or lesbian, or bisexual?

**Appendix B: SCS Cognitive Testing Questionnaire and Protocol  
Round 2, Version 1 (January 8, 2014)**

**ASK OF ALL PEOPLE AGES 12-18**

**NCVS - SCS 2015**

**QUESTIONNAIRE + TESTING PROTOCOL  
(NOVEMBER 2013)**

FORM **SCS-1R(draft)**    U.S. DEPARTMENT OF  
 Economics and Statistics Administration  
 U.S. Census Bureau  
 ACTING AS COLLECTING AGENCY FOR  
 THE  
 BUREAU OF JUSTICE STATISTICS  
 U.S. DEPARTMENT OF JUSTICE

SCHOOL CRIME SUPPLEMENT

Attachment A

<b>Control number</b> PSU   Segment/Suffix   Sample Designation/Suffix   Serial/Suffix   HH No. Spinoff Indicator				TO THE NATIONAL CRIME VICTIMIZATION SURVEY 2015 <b>QUESTIONNAIRE</b>	
<b>A. FR Code</b>  001            □□□	<b>B. Respondent</b>  <div style="display: flex; justify-content: space-between;"> <span>Line No.</span> <span>Age</span> <span>Name</span> </div> 002 □□            003 □□				
FIELD REPRESENTATIVE - <i>Complete an SCS-1 form for all NCVS interviewed people ages 12-18. Do NOT complete an SCS-1 form for Type Z noninterview people or for people in Type A noninterview households.</i>  <b>C. Type of SCS Interview</b>  004    1 <input type="checkbox"/> Personal - Self 2 <input type="checkbox"/> Telephone – Self 3 <input type="checkbox"/> Personal - Proxy 4 <input type="checkbox"/> Telephone - Proxy 5 <input type="checkbox"/> Noninterview – <b>SKIP to ITEM D</b>			<b>D. Reason for SCS noninterview</b>  005    2 <input type="checkbox"/> Refused                            } <b>SKIP to END</b> 3 <input type="checkbox"/> Not available                        } <b>SKIP to END</b> 4 <input type="checkbox"/> NCVS completed in a Language other than English or Spanish    } <b>SKIP to END</b>		

Attachment A

INTRO 1 - Now, I would like to ask some questions about your experiences at school so far during THIS school year. We estimate the survey will take about 10 minutes. The law authorizes the collection of this data and requires us to keep all information about you and your household strictly confidential.

**E. SCREEN QUESTIONS FOR SUPPLEMENT**

<p><b>1a. Did you attend school at any time this school year?</b></p>	<p>006    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP to END</b></p>
<p><b>1b. During that time, were you ever home-schooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school?</b></p>	<p>092    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP to 1d</b></p>
<p><b>1c. Was all of your schooling this school year home schooling?</b></p>	<p>007    1 <input type="checkbox"/> Yes - <b>SKIP to END</b> 2 <input type="checkbox"/> No</p>
<p><b>1d. How many different schools have you attended since the start of this school year? [if student said "yes" to 1b add: Include your homeschooling as one school]</b></p>	<p>1 <input type="checkbox"/> one school 2 <input type="checkbox"/> two schools 3 <input type="checkbox"/> three or more schools</p>

Check item: if student was not homeschooled (1b = "no") continue with 2b. If student was partially homeschooled, continue with 2a.

**PROBE (1d):**

- Can you tell me why you gave that answer [to the question: How many different schools have you attended this school year]?
- What school/schools were you thinking of?
- What time period were you thinking of when I asked how many different schools you've attended?
- What do you think we mean by "different schools"? What kind of change do you think would count as going from one school to a different school?
- [if answer was 2+ different schools] Can you talk me through the changes in schools? [if needed, ask probes below]
  - What school were you in at the start of the school year?
  - When did you change schools?
  - To what school?
  - Why did you change?
  - Did you make any other changes during the school year? [when was that change, etc.]

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<p><b>2a.</b> During the time you were home-schooled this school year, what grade would you have been in if you were in a public or private school?</p>	<p>093 0 <input type="checkbox"/> Fifth or under - <b>SKIP to END</b></p> <p>10 <input type="checkbox"/> Sixth</p> <p>11 <input type="checkbox"/> Seventh</p> <p>12 <input type="checkbox"/> Eighth</p> <p>13 <input type="checkbox"/> Ninth</p> <p>14 <input type="checkbox"/> Tenth</p> <p>15 <input type="checkbox"/> Eleventh</p> <p>16 <input type="checkbox"/> Twelfth</p> <p>17 <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>18 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - <b>END</b></p>
<p><b>2b.</b> What grade are you in?</p>	<p>008 0 <input type="checkbox"/> Fifth or under - <b>SKIP to END</b></p> <p>10 <input type="checkbox"/> Sixth</p> <p>11 <input type="checkbox"/> Seventh</p> <p>12 <input type="checkbox"/> Eighth</p> <p>13 <input type="checkbox"/> Ninth</p> <p>14 <input type="checkbox"/> Tenth</p> <p>15 <input type="checkbox"/> Eleventh</p> <p>16 <input type="checkbox"/> Twelfth</p> <p>17 <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>18 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - <b>SKIP to END</b></p>
<p>FIELD REPRESENTATIVE - <i>Read introduction only if any of the boxes 1-8 are marked in item 2a.</i></p> <p>INTRO 2 - <b>The following questions pertain only to your attendance at a public or private school and not to being home-schooled.</b></p>	
<p><b>3.</b> In what month did your current school year begin?</p>	<p>009 1 <input type="checkbox"/> August September Other –</p> <p>2 <input type="checkbox"/> <i>Specify</i> _____</p> <p>3 <input type="checkbox"/></p>
<p><b>F. ENVIRONMENTAL QUESTIONS</b></p>	
<p><b>4a.</b> What is the complete name of your school? <b>4b.</b> In what city, county, and state is your school located?</p>	<p>012 School Name</p> <p>013 City</p> <p>014 County</p> <p>015 State</p>

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<p><b>5a. Is your school public or private?</b></p> <p>_____</p> <p><b>5b. Is this the regular school that most of the students in your neighborhood attend?</b></p> <p>_____</p> <p><b>5c. Is your school affiliated with a religion?</b></p>	<p>016 1 <input type="checkbox"/> Public - <i>ASK 5b</i> 2 <input type="checkbox"/> Private - <b>SKIP</b> to 5c</p> <hr/> <p>017 1 <input type="checkbox"/> Yes } <b>SKIP</b> to 6 2 <input type="checkbox"/> No } <b>SKIP</b> to 6</p> <hr/> <p>018 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>																																																
<p><b>7. What grades are taught in your school?</b></p> <table style="width: 100%; border: none;"> <tr><td style="width: 70%;">Pre-K or Kindergarten</td><td style="width: 10%;">00</td><td style="width: 20%;"></td></tr> <tr><td></td><td>01</td><td></td></tr> <tr><td></td><td>02</td><td></td></tr> <tr><td></td><td>03</td><td></td></tr> <tr><td></td><td>04</td><td></td></tr> <tr><td></td><td>05</td><td></td></tr> <tr><td></td><td>06</td><td></td></tr> <tr><td></td><td>07</td><td></td></tr> <tr><td></td><td>08</td><td></td></tr> <tr><td></td><td>09</td><td></td></tr> <tr><td></td><td>10</td><td></td></tr> <tr><td></td><td>11</td><td></td></tr> <tr><td></td><td>12</td><td>H.S. Senior</td></tr> <tr><td></td><td>13</td><td>Post-graduate</td></tr> <tr><td></td><td>20</td><td>All ungraded</td></tr> <tr><td></td><td>30</td><td>All Special Education</td></tr> </table>	Pre-K or Kindergarten	00			01			02			03			04			05			06			07			08			09			10			11			12	H.S. Senior		13	Post-graduate		20	All ungraded		30	All Special Education	<p>Grades:</p> <p>020 <input type="checkbox"/> <input type="checkbox"/> (lowest) TO</p> <p>021 <input type="checkbox"/> <input type="checkbox"/> (highest)</p>
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<p><b>7. How do you get to school most of the time this school year?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p>	<p>022 1 <input type="checkbox"/> Walk 2 <input type="checkbox"/> School bus 3 <input type="checkbox"/> Public bus, subway, train 4 <input type="checkbox"/> Car 7 <input type="checkbox"/> Bicycle, motorbike, or motorcycle 8 <input type="checkbox"/> Some other way - Specify _____</p>																																																
<p><b>8. How do you get home from school most of the time this school year?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><i>If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.</i></p>	<p>024 1 <input type="checkbox"/> Walk 2 <input type="checkbox"/> School bus 3 <input type="checkbox"/> Public bus, subway, train 4 <input type="checkbox"/> Car 5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle 6 <input type="checkbox"/> Some other way - Specify _____</p>																																																

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9. During this school year, have you participated in any of the following activities sponsored by your school:		Yes	No
a. Athletic teams at school?	120	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?	121	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Performing arts, for example, Band, Choir, Orchestra, or Drama?	122	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?	123	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Student government?	124	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. [IF GRADES 6, 7, or 8 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?	125	1 <input type="checkbox"/>	2 <input type="checkbox"/>
[IF GRADES 9, 10, 11, or 12 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, Key Club, or Interact? Do not include community service hours required for graduation.	126	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Other school clubs or school activities?		1 <input type="checkbox"/>	2 <input type="checkbox"/>
Specify  _____			

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<p><b>10. The next questions are about security measures that some schools take.</b>  <b>Does your school have:</b></p> <p>a. Security guards or assigned police officers?</p> <p>b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?</p> <p>c. Metal detectors, including wands?</p> <p>d. Locked entrance or exit doors during the day?</p> <p>e. A requirement that visitors sign in and wear visitor badges or stickers?</p> <p>f. Locker checks?</p> <p>g. A requirement that students wear badges or picture identification?</p> <p>h. One or more security cameras to monitor the school?</p> <p>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> <th>School does not have lockers</th> </tr> </thead> <tbody> <tr> <td>028</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>029</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>030</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>031</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>032</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>033</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>094</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>095</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>096</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> </tbody> </table>		Yes	No	Don't know	School does not have lockers	028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
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<p><b>11. If you hear about a threat to school or student safety, do you have a way to report it without <b>having to give your name</b>?</b></p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>167</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	167	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																																										
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<p><b>PROBES (11):</b></p> <ul style="list-style-type: none"> <li>• What kinds of "ways of reporting" do you think of?</li> <li>• IF NECESSARY: Do you think of things like phone, online or writing a note and putting it in a box? Do you also think of telling someone face-to-face?</li> <li>• What about the part about not giving your name? If you heard about a threat, and you would normally tell a parent or a teacher, who obviously already knows you, would you still say 'yes' to this question?</li> </ul>																																																			
<p><b>12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?</b>  (READ CATEGORIES.)</p>	<table border="0"> <tbody> <tr> <td>156</td> <td>5 <input type="checkbox"/> Never</td> </tr> <tr> <td></td> <td>6 <input type="checkbox"/> Almost never</td> </tr> <tr> <td></td> <td>7 <input type="checkbox"/> Sometimes</td> </tr> <tr> <td></td> <td>8 <input type="checkbox"/> Most of the time</td> </tr> </tbody> </table>	156	5 <input type="checkbox"/> Never		6 <input type="checkbox"/> Almost never		7 <input type="checkbox"/> Sometimes		8 <input type="checkbox"/> Most of the time																																										
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<p><b>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p>a. Everyone knows what the school rules are.</p> <p>b. The school rules are fair.</p> <p>c. The punishment for breaking school rules is the same no matter who you are.</p> <p>d. The school rules are strictly enforced.</p> <p>e. If a school rule is broken, students know what kind of punishment will follow.</p> <p>f. Teachers treat students with respect</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;"><b>Strongly Agree</b></th> <th style="text-align: center;"><b>Agree</b></th> <th style="text-align: center;"><b>Disagree</b></th> <th style="text-align: center;"><b>Strongly Disagree</b></th> </tr> </thead> <tbody> <tr> <td>034</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>035</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>127</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	034	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p><b>14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p>There is a TEACHER or other ADULT at school who...</p> <p>a. Really cares about you.</p> <p>b. Listens to you when you have something to say.</p> <p>c. Tells you when you do a good job.</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;"><b>Strongly Agree</b></th> <th style="text-align: center;"><b>Agree</b></th> <th style="text-align: center;"><b>Disagree</b></th> <th style="text-align: center;"><b>Strongly Disagree</b></th> </tr> </thead> <tbody> <tr> <td>173SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>175SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>176SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	173SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	175SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	176SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>															
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<p><b>15. There is a STUDENT at school who...</b></p> <p>a. Really cares about you.</p> <p>b. Listens to you when you have something to say.</p> <p>c. Believes that you will be a success.</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;"><b>Strongly Agree</b></th> <th style="text-align: center;"><b>Agree</b></th> <th style="text-align: center;"><b>Disagree</b></th> <th style="text-align: center;"><b>Strongly Disagree</b></th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>															
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<p><b>16. Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p>There is a lot of crime in the neighborhood where you live.</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;"><b>Strongly Agree</b></th> <th style="text-align: center;"><b>Agree</b></th> <th style="text-align: center;"><b>Disagree</b></th> <th style="text-align: center;"><b>Strongly Disagree</b></th> </tr> </thead> <tbody> <tr> <td>179SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	179SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																									
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Attachment A

<p>17. Thinking about the neighborhood where your SCHOOL IS LOCATED, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a lot of crime in the neighborhood where you go to school.</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>Strongly Agree</b></td> <td style="text-align: center;"><b>Agree</b></td> <td style="text-align: center;"><b>Disagree</b></td> <td style="text-align: center;"><b>Strongly Disagree</b></td> </tr> <tr> <td style="vertical-align: top;">181SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	181SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>							
181SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>							
<p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>You feel safe in your school</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>Strongly Agree</b></td> <td style="text-align: center;"><b>Agree</b></td> <td style="text-align: center;"><b>Disagree</b></td> <td style="text-align: center;"><b>Strongly Disagree</b></td> </tr> <tr> <td></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>							
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INTRO 3 - Now I have some questions about things that happen at school. For this survey, "at school" includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.

<p>19. The following question refers to the availability of drugs and alcohol at your school.</p> <p>FIELD REPRESENTATIVE - For each item ask,</p> <p>Is it possible for students at your school to get...</p> <p>a. Alcoholic beverages?</p> <p>b. Marijuana?</p> <p>c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin or Adderall?</p> <p>d. Other illegal drugs, such as cocaine, uppers, or heroin? If "Yes" is marked, ASK - What drugs? (Exclude tobacco products.)</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>Yes</b></td> <td style="text-align: center;"><b>No</b></td> <td style="text-align: center;"><b>Don't know</b></td> </tr> <tr> <td style="vertical-align: top;">040</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td style="vertical-align: top;">041</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td style="vertical-align: top;">159</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td style="vertical-align: top;">048</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td></td> <td colspan="3">                     ↓                      Specify _____                 </td> </tr> </table>		<b>Yes</b>	<b>No</b>	<b>Don't know</b>	040	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	041	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	159	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	048	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		↓ Specify _____		
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	↓ Specify _____																								

- PROBES (19):
- Prescription drugs are legal but sometimes people get and sell them illegally, like oxycontin, Ritalin and adderall. Are there other kinds of prescription drugs you know of that are available? Did you include them in your response?
  - What are some of the other names for those drugs?
  - Are they very popular?
  - What about drugs that are illegal, like cocaine, uppers and heroin? Do you know of other illegal drugs that are available? Did you include them in your response?
  - What are some of the other names for those drugs?
  - Which drugs do you think are fairly popular now?
  - What are the most common names for those drugs?

Attachment A

<b>20. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school?</b>	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
<b>PROBES (20):</b> <ul style="list-style-type: none"><li>• Can you tell me more about what you saw?</li><li>• What made you think the student was under the influence?</li><li>• What kinds of drugs or alcohol do you think the student was using?</li></ul>	

Attachment A

<b>G. FIGHTING, BULLYING AND HATE BEHAVIORS</b>	
<b>21a. During this school year, have you been in one or more physical fights at school?</b>	103    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 22
<b>21b. During this school year, how many times have you been in a physical fight at school?</b>	104 <input type="text"/> <input type="text"/> <input type="text"/> (Number of times)
<p><b>22. Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.</b></p> <p><b>By this definition, have you been bullied at school, by another student, this school year?</b></p>	103    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 29

**PROBES:**

**If Q22=yes:**

- Can you tell me about what happened?
- [as needed]:
  - How were you bullied [Look for whether examples in the question -- hit, teased etc. - are a good representation]?
  - Can you say more about the frequency - how often did it happen?
  - Why do you think it could (or would not) happen again?
  - Can you explain how the person was more powerful than you?
- [If not mentioned] If these other kinds of things had happened, do you think you would have thought of them as being bullied:
  - being excluded
  - being forced to do something you did not want to do
  - having your property destroyed

**All respondents:**

- Can you tell me what you think of when you hear the word "bullied"?
- What kinds of behavior do you think "count" as bullying? (Why?)
- REPETITION:
  - Do you think of bullying as something that is repeated over and over (or could be), or do you think even if something only happened once and is not likely to happen again that it could be considered bullying?
- POWER: What about the idea of one student having more power than the other in some way (bigger, stronger, more popular, has more money, etc.) -
  - Do you think that if two students have about the same power that they could bully each other?
  - We gave three examples of having more power - stronger, more friends, more money. Can you think of other ways a bully can have more power over someone?

Attachment A

<p><b>24. During this school year, how often were you bullied?</b> (READ CATEGORIES 1-4.)</p>	<p>142    1 <input type="checkbox"/> Once or twice this school year          6 <input type="checkbox"/> Once or twice a month          7 <input type="checkbox"/> Once or twice a week, or          8 <input type="checkbox"/> Almost every day          9 <input type="checkbox"/> Don't know</p>
<p><b>PROBES (24):</b></p> <ul style="list-style-type: none"> <li>• Can you tell my why you answered the way you did?</li> </ul>	
<p><b>25. During this school year, where did the bullying occur?</b> Did it occur ...</p> <p>(READ CATEGORIES) Mark (X) all that apply</p>	<p>143    1 <input type="checkbox"/> In a classroom at school?          170    2 <input type="checkbox"/> In a hallway or stairwell at school?          171    3 <input type="checkbox"/> In a bathroom or locker room at school?          173    4 <input type="checkbox"/> In a cafeteria or lunchroom at school?          146    5 <input type="checkbox"/> Somewhere else inside the school                    building? – Specify _____          146    6 <input type="checkbox"/> Outside on school grounds?          147    7 <input type="checkbox"/> On the way to or from school such as on a                    school bus or at a bus stop?          8 <input type="checkbox"/> Online or by text?</p>
<p><b>PROBES 25/7:</b></p> <ul style="list-style-type: none"> <li>• Can you tell me why you answered the way you did?</li> <li>• What about being bullied on the way to or from school, including on the bus or at the bus stop. Can you tell me in your own words what that question is asking?</li> </ul>	
<p><b>PROBES 25/8:</b></p> <ul style="list-style-type: none"> <li>• Can you tell me, in your own words, what it means to be bullied online or by text?</li> <li>• A little earlier I asked whether you were bullied (re-read Q22 if necessary)</li> <li>• Were you thinking of bullying that can happen online or by text when I first asked that question, or just bullying that happens in person?</li> <li>• Did any kind of bullying happen to you online or by text that you did not think about or didn't mention for some reason back at that earlier question? (Why or why not?)</li> <li>• What about bullying that started at school but then continued online or by text - would you think of the online or text bullying as being related to school in some way, even though it didn't actually happen at the physical school? (Why or why not?)</li> <li>• And what if a schoolmate bullied you online or by text but it never happened at the physical school - do you think you would say yes or no to "online or by text"? Why?</li> </ul>	
<p><b>26. Did you tell a teacher or some other adult at school about being bullied?</b></p>	<p>147    1 <input type="checkbox"/> Yes          2 <input type="checkbox"/> No</p>

Attachment A

<p><b>27. This school year, how much has bullying had a negative effect on:</b> (READ RESPONSES FOR EACH)</p> <p><b>a. Your school work</b></p> <p><b>b. Your relationships with friends</b></p> <p><b>c. Your physical health (for example, caused injuries, gave you headaches or stomach aches)</b></p> <p><b>d. How you feel about yourself</b></p>	<b>Not at all</b>	<b>Not very much</b>	<b>Somewhat</b>	<b>A lot</b>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

**PROBES (27):**

- Can you tell me why you answered the way you did?
- Has bullying affected you in other ways?
- In what ways?
- Can you tell me about how seriously it's affected you?

<p><b>28. When you were bullied in school this year, did you ever think it was related to ...</b></p> <p><b>a. Your race?</b></p> <p><b>b. Your religion?</b></p> <p><b>c. Your ethnic background or national origin - for example, people of Hispanic origin?</b></p> <p><b>d. Any disability – such as physical, mental, or developmental disabilities - you may have?</b></p> <p><b>e. Your gender?</b></p> <p><b>f. Your sexual orientation - by this we mean gay/lesbian, bisexual, or heterosexual/straight?</b></p> <p><b>g. Your physical appearance?</b></p> <p><b>h. Some other reason?</b></p>	<b>Yes</b>	<b>No</b>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>

all =>  **SKIP to 30**

**PROBE (28):**

- Can you tell me why you answered the way you did?
- Did you feel you'd have to be certain that the incident was related to one of these categories for you to say "yes"? Or do you think you could say "yes" even if you were not absolutely certain there was a connection?
- **Response category f:** We defined sexual orientation as gay/lesbian, bisexual, heterosexual or straight. Do you understand these words? Would you use other words to describe sexual orientation?
- **For item h probe:** What other reasons do you think you were bullied?

Attachment A

**29a. We know that not all bullying happens at school. Bullying can happen anywhere by electronic means. During this school year, have you been bullied by another student online or by text?**

\_\_\_\_\_

- 1  Yes
- 2  No

\_\_\_\_\_

**PROBES (29a):**

[if yes]

- Can you tell me about what happened?
- [If "no" to Q22]: In that earlier question you did not mention being bullied at school, and you said "yes" to this question. Can we talk about that - what is it about the incidents that made you say "no" to the earlier question but "yes" to this one?

[all respondents]

Probes refer to this question: "Have you been bullied by another student online or by text?"

- If you were bullied by a student *who did not go to your school*, how do you think you would answer the question? [probe for how respondent was/would be related to the bully for them to say 'yes']
- If you were bullied by a student from your school, but you got the message - by text, email, twitter or whatever - *while you were at home*, how do you think you would answer the question? [probe for whether *where* the respondent got the message factors in to whether they consider it being bullied by another student]

[if not already discussed] Can you give me some examples of what you think of as being bullied online or by text?

Attachment A

<p><b>30. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.</b></p>	<p>065    1 <input type="checkbox"/> Yes          2 <input type="checkbox"/> No - <b>SKIP</b> to 32</p>																												
<p><b>PROBES (30):</b></p> <ul style="list-style-type: none"> <li>• Can you tell me what happened?</li> <li>• [If 'yes' but answer to Q22 was 'no']:             <ul style="list-style-type: none"> <li>○ Do you remember if you were thinking of [the hate crime incident] when I was asking that earlier question about bullying [repeat Q22]?</li> <li>○ Why do you think you said 'no' to that question and 'yes' to this one?</li> </ul> </li> <li>• For you, what makes being called a hate-related word different than being bullied?</li> </ul>																													
<p><b>31. Were any of the hate-related words related to ...</b></p> <p><b>a. Your race?</b></p> <p><b>b. Your religion?</b></p> <p><b>c. Your ethnic background or national origin (for example, people of Hispanic origin)?</b></p> <p><b>d. Any disability (by this I mean physical, mental, or developmental disabilities) you may have?</b></p> <p><b>e. Your gender?</b></p> <p><b>f. Your sexual orientation - by this we mean gay/lesbian, bisexual or heterosexual/straight?</b></p>	<table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="text-align: center; width: 15%;">Yes</th> <th style="text-align: center; width: 15%;">No</th> <th style="text-align: center; width: 15%;">Don't know</th> </tr> </thead> <tbody> <tr> <td>107SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>108SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>109SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>110SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>111SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>112SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	107SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	108SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	109SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	110SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	111SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	112SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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<p><b>32. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</b></p>	<p>066    1 <input type="checkbox"/> Yes          2 <input type="checkbox"/> No</p>																												

Attachment A

H. AVOIDANCE			
<p><b>33. During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?</b></p> <p><i>(READ CATEGORIES.)</i></p> <p>a. For example, did you ever STAY AWAY from the shortest route to school because you thought someone might attack or harm you?</p> <p>b. The entrance into the school?</p> <p>c. Any hallways or stairs in school?</p> <p>d. Parts of the school cafeteria?</p> <p>e. Any school restrooms?</p> <p>f. Other places inside the school building?</p> <p>g. School parking lot?</p> <p>h. Other places on school grounds?</p> <p>i. <b>School bus or bus stop?</b></p>	<p><b>Yes</b></p> <p><b>No</b></p>	<p>076</p> <p>077</p> <p>078</p> <p>079</p> <p>080</p> <p>081</p> <p>082</p> <p>083</p>	<p>1 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p>
<p><b>34a. Did you AVOID any activities at your school because you thought someone might attack or harm you?</b></p>		<p>076</p>	<p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>
<p><b>34b. Did you AVOID any classes because you thought someone might attack or harm you?</b></p>		<p>077</p>	<p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>
<p><b>34c. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</b></p>		<p>078</p>	<p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>

Attachment A

<b>I. FEAR</b>	
<b>Intro: Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.</b>	
<p><b>35a. How often are you afraid that someone will attack or harm you in the school building or on school property?</b></p> <p><i>(READ CATEGORIES.)</i></p>	<p>079    1 <input type="checkbox"/> <b>Never</b>            2 <input type="checkbox"/> <b>Almost never</b>            3 <input type="checkbox"/> <b>Sometimes</b>            4 <input type="checkbox"/> <b>Most of the time</b></p>
<p><b>35b. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?</b></p> <p><i>(READ CATEGORIES)</i></p>	<p>080    1 <input type="checkbox"/> <b>Never</b>            2 <input type="checkbox"/> <b>Almost never</b>            3 <input type="checkbox"/> <b>Sometimes</b>            4 <input type="checkbox"/> <b>Most of the time</b></p>
<p><b>35c. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?</b></p> <p><i>(READ CATEGORIES)</i></p>	<p>081    1 <input type="checkbox"/> <b>Never</b>            2 <input type="checkbox"/> <b>Almost never</b>            3 <input type="checkbox"/> <b>Sometimes</b>            4 <input type="checkbox"/> <b>Most of the time</b></p>
<p><b>PROBES (33, 34, 35):</b></p> <ul style="list-style-type: none"> <li>• Can you tell me why you answered the way you did?</li> <li>• Now I'd like to ask you about those last three questions.</li> <li>• Can you tell me, in your own words, what this question was asking: "How often are you afraid that someone will attack or harm you in the school building or on school property?"           <ul style="list-style-type: none"> <li>◦ Do you think of that as being the same or different from the question "Did you AVOID any activities at your school because you thought someone might attack or harm you?"</li> </ul> </li> <li>• Can you tell me, in your own words, what this question was asking: "How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?"           <ul style="list-style-type: none"> <li>◦ Do you think of that as being the same or different from the question "Did you AVOID any classes because you thought someone might attack or harm you?"</li> </ul> </li> <li>• [IF NECESSARY]: Do you generally feel more safe at school - meaning in the school building, on school property, on the bus and so on - or outside of school? Why did you say that?</li> </ul>	

<b>J. WEAPONS</b>																			
<p>In the next series of questions we are going to ask you about weapons at your school. All your responses are strictly confidential and will not be shared with anyone.</p>																			
<p><b>36.</b> Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did YOU ever bring the following to school or onto school grounds?</p> <p><i>(READ CATEGORIES.)</i></p> <p><b>a. A gun?</b></p> <p><b>b. A knife brought as a weapon?</b></p> <p><b>c. Some other weapon?</b></p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 40%;"><b>Yes</b></th> <th style="width: 50%;"><b>No</b></th> </tr> </thead> <tbody> <tr> <td>082</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>083</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>084</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Yes</b>	<b>No</b>	082	1 <input type="checkbox"/>	2 <input type="checkbox"/>	083	1 <input type="checkbox"/>	2 <input type="checkbox"/>	084	1 <input type="checkbox"/>	2 <input type="checkbox"/>						
	<b>Yes</b>	<b>No</b>																	
082	1 <input type="checkbox"/>	2 <input type="checkbox"/>																	
083	1 <input type="checkbox"/>	2 <input type="checkbox"/>																	
084	1 <input type="checkbox"/>	2 <input type="checkbox"/>																	
<p><b>37a.</b> Do you know of any other students who have brought a gun to your school during this school year?</p>	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%;">085</td> <td style="width: 40%;">1 <input type="checkbox"/></td> <td style="width: 50%;"></td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td>Yes No - <b>SKIP</b> to 39a</td> </tr> </tbody> </table>	085	1 <input type="checkbox"/>			2 <input type="checkbox"/>	Yes No - <b>SKIP</b> to 39a												
085	1 <input type="checkbox"/>																		
	2 <input type="checkbox"/>	Yes No - <b>SKIP</b> to 39a																	
<p><b>37b.</b> Have you actually seen another student with a gun at school during this school year?</p>	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%;">086</td> <td style="width: 40%;">1 <input type="checkbox"/></td> <td style="width: 50%;">Yes</td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td>No</td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/></td> <td>Don't know</td> </tr> </tbody> </table>	086	1 <input type="checkbox"/>	Yes		2 <input type="checkbox"/>	No		3 <input type="checkbox"/>	Don't know									
086	1 <input type="checkbox"/>	Yes																	
	2 <input type="checkbox"/>	No																	
	3 <input type="checkbox"/>	Don't know																	
<p><b>38.</b> During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?</p>	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%;">113</td> <td style="width: 40%;">1 <input type="checkbox"/></td> <td style="width: 50%;">Yes</td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td>No</td> </tr> </tbody> </table>	113	1 <input type="checkbox"/>	Yes		2 <input type="checkbox"/>	No												
113	1 <input type="checkbox"/>	Yes																	
	2 <input type="checkbox"/>	No																	
<b>K. GANGS</b>																			
<p><b>INTRO 4 -</b> Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity. Your responses are confidential.</p>																			
<p><b>39a.</b> Are there any gangs at your school?</p>	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%;">058</td> <td style="width: 40%;">1 <input type="checkbox"/></td> <td style="width: 50%;">Yes</td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td>No - <b>SKIP</b> to 40</td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/></td> <td>Don't know</td> </tr> </tbody> </table>	058	1 <input type="checkbox"/>	Yes		2 <input type="checkbox"/>	No - <b>SKIP</b> to 40		3 <input type="checkbox"/>	Don't know									
058	1 <input type="checkbox"/>	Yes																	
	2 <input type="checkbox"/>	No - <b>SKIP</b> to 40																	
	3 <input type="checkbox"/>	Don't know																	
<p><b>39b.</b> During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?</p> <p><i>(READ CATEGORIES 1-5)</i></p>	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%;">089</td> <td style="width: 40%;">1 <input type="checkbox"/></td> <td style="width: 50%;"><b>Never</b></td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td><b>Once or twice this school year</b></td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/></td> <td><b>Once or twice a month</b></td> </tr> <tr> <td></td> <td>4 <input type="checkbox"/></td> <td><b>Once or twice a week, or</b></td> </tr> <tr> <td></td> <td>5 <input type="checkbox"/></td> <td><b>Almost every day</b></td> </tr> <tr> <td></td> <td>6 <input type="checkbox"/></td> <td>Don't know</td> </tr> </tbody> </table>	089	1 <input type="checkbox"/>	<b>Never</b>		2 <input type="checkbox"/>	<b>Once or twice this school year</b>		3 <input type="checkbox"/>	<b>Once or twice a month</b>		4 <input type="checkbox"/>	<b>Once or twice a week, or</b>		5 <input type="checkbox"/>	<b>Almost every day</b>		6 <input type="checkbox"/>	Don't know
089	1 <input type="checkbox"/>	<b>Never</b>																	
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	3 <input type="checkbox"/>	<b>Once or twice a month</b>																	
	4 <input type="checkbox"/>	<b>Once or twice a week, or</b>																	
	5 <input type="checkbox"/>	<b>Almost every day</b>																	
	6 <input type="checkbox"/>	Don't know																	
<p><b>39c.</b> Have gangs been involved in the sale of drugs at your school during this school year?</p>	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%;">090</td> <td style="width: 40%;">1 <input type="checkbox"/></td> <td style="width: 50%;">Yes</td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td>No</td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/></td> <td>Don't know</td> </tr> </tbody> </table>	090	1 <input type="checkbox"/>	Yes		2 <input type="checkbox"/>	No		3 <input type="checkbox"/>	Don't know									
090	1 <input type="checkbox"/>	Yes																	
	2 <input type="checkbox"/>	No																	
	3 <input type="checkbox"/>	Don't know																	
<b>L. STUDENT CHARACTERISTICS</b>																			

Attachment A

<p><b>40. During this school year, across all subjects have you gotten mostly -</b>  (<i>READ CATEGORIES 1-5</i>)</p>	<p>116    1 <input type="checkbox"/> <b>A's</b>          2 <input type="checkbox"/> <b>B's</b>          3 <input type="checkbox"/> <b>C's</b>          4 <input type="checkbox"/> <b>D's</b>          5 <input type="checkbox"/> <b>F's</b>          6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent</p>												
<p><b>41a. During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that all your responses are strictly confidential and will not be shared with anyone.</b></p>	<p>114    1 <input type="checkbox"/> Yes          2 <input type="checkbox"/> No - <b>SKIP</b> to 42          3 <input type="checkbox"/> Don't know - <b>SKIP</b> to 42</p>												
<p><b>41b. During the last 4 weeks of school, on how many days did you skip at least one class?</b></p>	<p>116    <input type="text"/> <input type="text"/> (Number of days)</p>												
<p><b>42. Thinking about the future, do you think you will ...</b></p> <p>    <b>a. Attend school after high school, such as a college or technical school? .....</b></p> <p>    <b>b. Graduate from a 4-year college? .....</b></p>	<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>Yes</b></td> <td style="text-align: center;"><b>No</b></td> <td style="text-align: center;"><b>Don't know</b></td> </tr> <tr> <td>117</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/> -- <b>END</b></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>118</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </table>		<b>Yes</b>	<b>No</b>	<b>Don't know</b>	117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- <b>END</b>	3 <input type="checkbox"/>	118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	<b>Yes</b>	<b>No</b>	<b>Don't know</b>										
117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- <b>END</b>	3 <input type="checkbox"/>										
118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>										

**DEBRIEFING QUESTIONS**

- Did you have any other thoughts about the topics we discussed today, or the questions on this survey?
- I'm going to ask you a few quick questions about yourself for our research. Everything you say is confidential; no one outside of our team will have this information.
  - o What is your race, in your own words? That is, do you think of yourself as white, black, Hispanic [etc.].
  - o Can you tell me if you think of yourself as straight, gay or lesbian, or bisexual?

**Appendix C: SCS Cognitive Testing Questionnaire and Protocol  
Round 2, Version A (January 27, 2014)**

**ASK OF ALL PEOPLE AGES 12-18**

**NCVS - SCS 2015**

**QUESTIONNAIRE + TESTING PROTOCOL  
(NOVEMBER 2013)**

FORM **SCS-1R(draft)**    U.S. DEPARTMENT OF  
 Economics and Statistics Administration  
 U.S. Census Bureau  
 ACTING AS COLLECTING AGENCY FOR  
 THE  
 BUREAU OF JUSTICE STATISTICS  
 U.S. DEPARTMENT OF JUSTICE

SCHOOL CRIME SUPPLEMENT



Attachment A

INTRO 1 - Now, I would like to ask some questions about your experiences at school so far during THIS school year. We estimate the survey will take about 10 minutes. The law authorizes the collection of this data and requires us to keep all information about you and your household strictly confidential.

**E. SCREEN QUESTIONS FOR SUPPLEMENT**

<p><b>1a.</b> Did you attend school at any time this school year?</p>	<p>006    1 <input type="checkbox"/> Yes          2 <input type="checkbox"/> No - <b>SKIP to END</b></p>
<p><b>1b.</b> During that time, were you ever home-schooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school?</p>	<p>092    1 <input type="checkbox"/> Yes          2 <input type="checkbox"/> No - <b>SKIP to 1d</b></p>
<p><b>1c.</b> Was all of your schooling this school year home schooling?</p>	<p>007    1 <input type="checkbox"/> Yes - <b>SKIP to END</b>          2 <input type="checkbox"/> No</p>
<p><b>1d.</b> How many different schools have you attended since the start of this school year? <i>[if student said "yes" to 1b add: Include your homeschooling as one school]</i></p>	<p>1 <input type="checkbox"/> one school          2 <input type="checkbox"/> two schools          3 <input type="checkbox"/> three or more schools</p>

Check item: if student was not homeschooled (1b = "no") continue with 2b. If student was partially homeschooled, continue with 2a.

**PROBE (1d):**

- Can you tell me why you gave that answer [to the question: How many different schools have you attended this school year]?
- What school/schools were you thinking of?
- What time period were you thinking of when I asked how many different schools you've attended?
- What do you think we mean by "different schools"? What kind of change do you think would count as going from one school to a different school?
- *[if answer was 2+ different schools]* Can you talk me through the changes in schools? *[if needed, ask probes below]*
  - What school were you in at the start of the school year?
  - When did you change schools?
  - To what school?
  - Why did you change?
  - Did you make any other changes during the school year? [when was that change, etc.]

Attachment A

<p><b>2a.</b> During the time you were home-schooled this school year, what grade would you have been in if you were in a public or private school?</p>	<p>093 0 <input type="checkbox"/> Fifth or under - <b>SKIP to END</b></p> <p>19 <input type="checkbox"/> Sixth</p> <p>20 <input type="checkbox"/> Seventh</p> <p>21 <input type="checkbox"/> Eighth</p> <p>22 <input type="checkbox"/> Ninth</p> <p>23 <input type="checkbox"/> Tenth</p> <p>24 <input type="checkbox"/> Eleventh</p> <p>25 <input type="checkbox"/> Twelfth</p> <p>26 <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>27 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - <b>END</b></p>
<p><b>2b.</b> What grade are you in?</p>	<p>008 0 <input type="checkbox"/> Fifth or under - <b>SKIP to END</b></p> <p>19 <input type="checkbox"/> Sixth</p> <p>20 <input type="checkbox"/> Seventh</p> <p>21 <input type="checkbox"/> Eighth</p> <p>22 <input type="checkbox"/> Ninth</p> <p>23 <input type="checkbox"/> Tenth</p> <p>24 <input type="checkbox"/> Eleventh</p> <p>25 <input type="checkbox"/> Twelfth</p> <p>26 <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>27 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - <b>SKIP to END</b></p>
<p>FIELD REPRESENTATIVE - <i>Read introduction only if any of the boxes 1-8 are marked in item 2a.</i></p>	
<p><b>INTRO 2 - The following questions pertain only to your attendance at a public or private school and not to being home-schooled.</b></p>	
<p><b>3.</b> In what month did your current school year begin?</p>	<p>009 1 <input type="checkbox"/> August September Other –</p> <p>2 <input type="checkbox"/> <i>Specify</i> _____</p> <p>3 <input type="checkbox"/></p>
<p><b>F. ENVIRONMENTAL QUESTIONS</b></p>	
<p><b>4a.</b> What is the complete name of your school? <b>4b.</b> In what city, county, and state is your school located?</p>	<p>016 School Name</p> <p>017 City</p> <p>018 County</p> <p>019 State</p>

Skip to 3

Attachment A

<p><b>5a. Is your school public or private?</b></p> <p>_____</p> <p><b>5b. Is this the regular school that most of the students in your neighborhood attend?</b></p> <p>_____</p> <p><b>5c. Is your school affiliated with a religion?</b></p>	<p>019 1 <input type="checkbox"/> Public - <i>ASK 5b</i> 2 <input type="checkbox"/> Private - <b>SKIP</b> to 5c</p> <hr/> <p>020 1 <input type="checkbox"/> Yes } <b>SKIP</b> to 2 <input type="checkbox"/> No } <b>SKIP</b> to 6</p> <hr/> <p>021 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>																																																
<p><b>8. What grades are taught in your school?</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Pre-K or Kindergarten</td> <td style="width: 10%;">00</td> <td style="width: 20%;"></td> </tr> <tr><td></td><td>01</td><td></td></tr> <tr><td></td><td>02</td><td></td></tr> <tr><td></td><td>03</td><td></td></tr> <tr><td></td><td>04</td><td></td></tr> <tr><td></td><td>05</td><td></td></tr> <tr><td></td><td>06</td><td></td></tr> <tr><td></td><td>07</td><td></td></tr> <tr><td></td><td>08</td><td></td></tr> <tr><td></td><td>09</td><td></td></tr> <tr><td></td><td>10</td><td></td></tr> <tr><td></td><td>11</td><td></td></tr> <tr><td></td><td>12</td><td>H.S. Senior</td></tr> <tr><td></td><td>13</td><td>Post-graduate</td></tr> <tr><td></td><td>20</td><td>All ungraded</td></tr> <tr><td></td><td>30</td><td>All Special Education</td></tr> </table>	Pre-K or Kindergarten	00			01			02			03			04			05			06			07			08			09			10			11			12	H.S. Senior		13	Post-graduate		20	All ungraded		30	All Special Education	<p>Grades:</p> <p>020 <input type="checkbox"/> <input type="checkbox"/> (lowest) TO</p> <p>021 <input type="checkbox"/> <input type="checkbox"/> (highest)</p>
Pre-K or Kindergarten	00																																																
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<p><b>7. How do you get to school most of the time this school year?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p>	<p>022 1 <input type="checkbox"/> Walk 2 <input type="checkbox"/> School bus 3 <input type="checkbox"/> Public bus, subway, train 4 <input type="checkbox"/> Car 5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle 6 <input type="checkbox"/> Some other way - <i>Specify</i></p>																																																
<p><b>8. How do you get home from school most of the time this school year?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><i>If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.</i></p>	<p>024 1 <input type="checkbox"/> Walk 2 <input type="checkbox"/> School bus 3 <input type="checkbox"/> Public bus, subway, train 4 <input type="checkbox"/> Car 5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle 6 <input type="checkbox"/> Some other way - <i>Specify</i> _____</p>																																																

Attachment A

9. During this school year, have you participated in any of the following activities sponsored by your school:		Yes	No
a. Athletic teams at school?	120	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?	121	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Performing arts, for example, Band, Choir, Orchestra, or Drama?	122	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?	123	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Student government?	124	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. [IF GRADES 6, 7, or 8 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?	125	1 <input type="checkbox"/>	2 <input type="checkbox"/>
[IF GRADES 9, 10, 11, or 12 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, Key Club, or Interact? Do not include community service hours required for graduation.	126	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Other school clubs or school activities?		1 <input type="checkbox"/>	2 <input type="checkbox"/>
Specify  _____			

Attachment A

<p><b>10. The next questions are about security measures that some schools take.</b>  <b>Does your school have:</b></p> <p>a. Security guards or assigned police officers?</p> <p>b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?</p> <p>c. Metal detectors, including wands?</p> <p>d. Locked entrance or exit doors during the day?</p> <p>e. A requirement that visitors sign in and wear visitor badges or stickers?</p> <p>f. Locker checks?</p> <p>g. A requirement that students wear badges or picture identification?</p> <p>h. One or more security cameras to monitor the school?</p> <p>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> <th>School does not have lockers</th> </tr> </thead> <tbody> <tr> <td>028</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>029</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>030</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>031</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>032</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>033</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>094</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>095</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>096</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> </tbody> </table>		Yes	No	Don't know	School does not have lockers	028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
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<p><b>11. If you hear about a threat to school or student safety, do you have a way to report it without <b>having to give your name</b>?</b></p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>167</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	167	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																																										
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<p><b>PROBES (11):</b></p> <ul style="list-style-type: none"> <li>• What kinds of "ways of reporting" do you think of?</li> <li>• IF NECESSARY: Do you think of things like phone, online or writing a note and putting it in a box? Do you also think of telling someone face-to-face?</li> <li>• What about the part about not giving your name? If you heard about a threat, and you would normally tell a parent or a teacher, who obviously already knows you, would you still say 'yes' to this question?</li> </ul>																																																			
<p><b>12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?</b>  (READ CATEGORIES.)</p>	<p>156</p> <p>1 <input type="checkbox"/> <b>Never</b>  2 <input type="checkbox"/> <b>Almost never</b>  3 <input type="checkbox"/> <b>Sometimes</b>  4 <input type="checkbox"/> <b>Most of the time</b></p>																																																		

Attachment A

<p><b>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p>a. Everyone knows what the school rules are.</p> <p>b. The school rules are fair.</p> <p>c. The punishment for breaking school rules is the same no matter who you are.</p> <p>d. The school rules are strictly enforced.</p> <p>e. If a school rule is broken, students know what kind of punishment will follow.</p> <p>f. Teachers treat students with respect</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;"><b>Strongly Agree</b></th> <th style="text-align: center;"><b>Agree</b></th> <th style="text-align: center;"><b>Disagree</b></th> <th style="text-align: center;"><b>Strongly Disagree</b></th> </tr> </thead> <tbody> <tr> <td>034</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>035</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>127</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	034	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p><b>14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p>There is a TEACHER or other ADULT at school who...</p> <p>a. Really cares about you.</p> <p>b. Listens to you when you have something to say.</p> <p>c. Tells you when you do a good job.</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;"><b>Strongly Agree</b></th> <th style="text-align: center;"><b>Agree</b></th> <th style="text-align: center;"><b>Disagree</b></th> <th style="text-align: center;"><b>Strongly Disagree</b></th> </tr> </thead> <tbody> <tr> <td>173SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>175SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td>176SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	173SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	175SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	176SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>															
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<p><b>15. There is a STUDENT at school who...</b></p> <p>a. Really cares about you.</p> <p>b. Listens to you when you have something to say.</p> <p>c. Believes that you will be a success.</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;"><b>Strongly Agree</b></th> <th style="text-align: center;"><b>Agree</b></th> <th style="text-align: center;"><b>Disagree</b></th> <th style="text-align: center;"><b>Strongly Disagree</b></th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> <tr> <td></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>															
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<p><b>16. Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p>There is a lot of crime in the neighborhood where you live.</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;"><b>Strongly Agree</b></th> <th style="text-align: center;"><b>Agree</b></th> <th style="text-align: center;"><b>Disagree</b></th> <th style="text-align: center;"><b>Strongly Disagree</b></th> </tr> </thead> <tbody> <tr> <td>179SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	179SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																									
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Attachment A

<p>17. Thinking about the neighborhood where your <b>SCHOOL IS LOCATED</b>, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a lot of crime in the neighborhood where you go to school.</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>Strongly Agree</b></td> <td style="text-align: center;"><b>Agree</b></td> <td style="text-align: center;"><b>Disagree</b></td> <td style="text-align: center;"><b>Strongly Disagree</b></td> </tr> <tr> <td style="vertical-align: top;">181SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	181SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>You feel safe in your school</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>Strongly Agree</b></td> <td style="text-align: center;"><b>Agree</b></td> <td style="text-align: center;"><b>Disagree</b></td> <td style="text-align: center;"><b>Strongly Disagree</b></td> </tr> <tr> <td></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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INTRO 3 - Now I have some questions about things that happen at school. For this survey, "at school" includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.

<p>19. The following question refers to the availability of drugs and alcohol at your school.</p> <p>FIELD REPRESENTATIVE - For each item ask,</p> <p>Is it possible <b>for students</b> at your school to get...</p> <p>a. Alcoholic beverages?</p> <p>b. Marijuana?</p> <p>c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, <b>Ritalin or Adderall?</b></p> <p>d. Other illegal drugs, <b>such as cocaine, uppers, or heroin.?</b>  <i>If "Yes" is marked, ASK - What drugs?          (Exclude tobacco products.)</i></p>	<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>Yes</b></td> <td style="text-align: center;"><b>No</b></td> <td style="text-align: center;"><b>Don't know</b></td> </tr> <tr> <td style="vertical-align: top;">040</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td style="vertical-align: top;">041</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td style="vertical-align: top;">159</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td style="vertical-align: top;">048</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td></td> <td colspan="3">                     ↓                      Specify _____                 </td> </tr> </table>		<b>Yes</b>	<b>No</b>	<b>Don't know</b>	040	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	041	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	159	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	048	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		↓ Specify _____		
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- PROBES (19):**
- Prescription drugs are legal but sometimes people get and sell them illegally, like oxycontin, Ritalin and adderall. Are there other kinds of prescription drugs you know of that are available? Did you include them in your response?
  - What are some of the other names for those drugs?
  - Are they very popular?
  - What about drugs that are illegal, like cocaine, uppers and heroin? Do you know of other illegal drugs that are available? Did you include them in your response?
  - What are some of the other names for those drugs?
  - Which drugs do you think are fairly popular now?
  - What are the most common names for those drugs?

Attachment A

<p><b>20. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school?</b></p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p><b>PROBES (20):</b></p> <ul style="list-style-type: none"> <li>• Can you tell me more about what you saw?</li> <li>• What made you think the student was under the influence?</li> <li>• What kinds of drugs or alcohol do you think the student was using?</li> </ul>	
<p align="center"><b>G. FIGHTING, BULLYING AND HATE BEHAVIORS</b></p>	
<p><b>21a. During this school year, have you been in one or more physical fights at school?</b></p>	<p>103 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 22</p>
<p><b>21b. During this school year, how many times have you been in a physical fight at school?</b></p>	<p>104 <input type="text"/> <input type="text"/> <input type="text"/> (Number of times)</p>
<p><b>22. Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.</b></p> <p><b>By this definition, have you been bullied at school, by another student, this school year?</b></p> <p><b>22a. Was any of the bullying verbal – that is, did it involve making fun of you, calling you names, or spreading rumors about you?</b></p> <p><b>22b. Was any of the bullying physical -- that is, did it involve hitting, shoving, tripping, or physically hurting you in some way, or the threat of hurting you in some way?</b></p> <p><b>22c. Was any of the bullying social -- that is, did it involve ignoring you or excluding you from activities on purpose in order to hurt you?</b></p>	<p>22 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No <i>[ask/probe on Q22a-c hypothetically]</i></p> <p>22a 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p> <p>22b 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p> <p>22c 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 29</p>
<p><b>If Q22 (any version) = yes:</b></p> <ul style="list-style-type: none"> <li>• Can you tell me about what happened?</li> <li>• How were you bullied [Look for whether examples in each of the questions (22/22a/b/c) -- hit, teased etc. - are a good representation]?</li> <li>• Can you say more about the frequency - how often did it happen?</li> <li>• Why do you think it could (or would not) happen again?</li> </ul>	

Attachment A

<ul style="list-style-type: none"> <li>• Can you explain how the person was more powerful than you?</li> </ul> <p>Q22a/b/c:</p> <ul style="list-style-type: none"> <li>• Let me read back the examples in Q22a. Do you think those are good examples of verbal bullying? [why/why not]. Are there other examples that come to mind as verbal bullying that we didn't mention?</li> <li>• [repeat for Q22b and Q22c]</li> </ul> <p><b>All respondents:</b></p> <ul style="list-style-type: none"> <li>• Can you tell me what you think of when you hear the word "bullied"?</li> <li>• What kinds of behavior do you think "count" as bullying? (Why?)</li> </ul> <p>REPETITION:</p> <ul style="list-style-type: none"> <li>• Do you think of bullying as something that is repeated over and over (or could be), or do you think even if something only happened once and is not likely to happen again that it could be considered bullying?</li> </ul> <p>POWER: What about the idea of one student having more power than the other in some way (bigger, stronger, more popular, has more money, etc.) -</p> <ul style="list-style-type: none"> <li>• Do you think that if 2 students have about the same power that they could bully each other?</li> <li>• We gave three examples of having more power - stronger, more friends, more money. Can you think of other ways a bully can have more power over someone?</li> </ul>		
<p><b>24. During this school year, how often were you bullied?</b> (READ CATEGORIES 1-4.)</p>	142	<p>1 <input type="checkbox"/> Once or twice this school year</p> <p>2 <input type="checkbox"/> Once or twice a month</p> <p>3 <input type="checkbox"/> Once or twice a week, or</p> <p>4 <input type="checkbox"/> Almost every day</p> <p>5 <input type="checkbox"/> Don't know</p>
<p><b>PROBES (24):</b></p> <ul style="list-style-type: none"> <li>• Can you tell my why you answered the way you did?</li> </ul>		
<p><b>25. During this school year, where did the bullying occur?</b> <b>Did it occur ...</b></p> <p>(READ CATEGORIES) Mark (X) all that apply</p>	<p>143</p> <p>172</p> <p>173</p> <p>173</p> <p>146</p> <p>148</p> <p>149</p>	<p>1 <input type="checkbox"/> In a classroom at school?</p> <p>2 <input type="checkbox"/> In a hallway or stairwell at school?</p> <p>3 <input type="checkbox"/> In a bathroom or locker room at school?</p> <p>4 <input type="checkbox"/> In a cafeteria or lunchroom at school?</p> <p>5 <input type="checkbox"/> Somewhere else inside the school building? – Specify _____</p> <p>6 <input type="checkbox"/> Outside on school grounds?</p> <p>7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop?</p> <p>8 <input type="checkbox"/> Online or by text?</p>
<p><b>PROBES 25/7:</b></p> <ul style="list-style-type: none"> <li>• Can you tell me why you answered the way you did?</li> <li>• What about being bullied on the way to or from school, including on the bus or at the bus stop. Can you tell me in your own words what that question is asking?</li> </ul> <p><b>PROBES 25/8:</b></p> <ul style="list-style-type: none"> <li>• Can you tell me, in your own words, what it means to be bullied online or by text?</li> <li>• A little earlier I asked whether you were bullied (re-read Q22 if necessary)</li> <li>• Were you thinking of bullying that can happen online or by text when I first asked that question, or just bullying that happens in person?</li> <li>• Did any kind of bullying happen to you online or by text that you did not think about or didn't mention for some reason back at that earlier question? (Why or why not?)</li> <li>• What about bullying that started at school but then continued online or by text - would you think of the online or text bullying as being related to school in some way, even though it didn't actually happen at the physical school? (Why or why not?)</li> </ul>		

Attachment A

<ul style="list-style-type: none"> <li>And what if a schoolmate bullied you online or by text but it never happened at the physical school - do you think you would say yes or no to "online or by text"? Why?</li> </ul>					
<b>26. Did you tell a teacher or some other adult at school about being bullied?</b>	147	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No		
<b>27. This school year, how much has bullying had a negative effect on:</b> (READ RESPONSES FOR EACH)		<b>Not at all</b>	<b>Not very much</b>	<b>Somewhat</b>	<b>A lot</b>
a. Your school work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
b. Your relationships with friends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
c. Your physical health (for example, caused injuries, gave you headaches or stomach aches)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
d. How you feel about yourself	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
<b>PROBES (27):</b> <ul style="list-style-type: none"> <li>Can you tell me why you answered the way you did?</li> <li>Has bullying affected you in other ways?</li> <li>In what ways?</li> <li>Can you tell me about how seriously it's affected you?</li> </ul>					
<b>28. When you were bullied in school this year, did you ever think it was related to ...</b>		<b>Yes</b>	<b>No</b>		
a. Your race?	1 <input type="checkbox"/>	2 <input type="checkbox"/>			
b. Your religion?	1 <input type="checkbox"/>	2 <input type="checkbox"/>			
c. Your ethnic background or national origin - for example, people of Hispanic origin?	1 <input type="checkbox"/>	2 <input type="checkbox"/>			
d. Any disability – such as physical, mental, or developmental disabilities - you may have?	1 <input type="checkbox"/>	2 <input type="checkbox"/>			
e. Your gender?	1 <input type="checkbox"/>	2 <input type="checkbox"/>			
f. Your sexual orientation - by this we mean gay/lesbian, bisexual, or heterosexual/straight?	1 <input type="checkbox"/>	2 <input type="checkbox"/>			
g. Your physical appearance?	1 <input type="checkbox"/>	2 <input type="checkbox"/>			
h. Some other reason?	1 <input type="checkbox"/>	2 <input type="checkbox"/>			
all => <input type="checkbox"/> SKIP to 30					
<b>PROBE (28):</b> <ul style="list-style-type: none"> <li>Can you tell me why you answered the way you did?</li> <li>Did you feel you'd have to be certain that the incident was related to one of these categories for you to say "yes"? Or do you think you could say "yes" even if you were not absolutely certain there was a connection?</li> </ul>					

Attachment A

- **Response category f:** We defined sexual orientation as gay/lesbian, bisexual, heterosexual or straight. Do you understand these words? Would you use other words to describe sexual orientation?

- **For item h probe:** What other reasons do you think you were bullied?

**29a. We know that not all bullying happens at school. Bullying can happen anywhere by electronic means. During this school year, have you been bullied by another student online or by text?**

- 1  Yes  
2  No

**PROBES (29a):**

[if yes]

- Can you tell me about what happened?
- [If "no" to Q22]: In that earlier question you did not mention being bullied at school, and you said "yes" to this question. Can we talk about that - what is it about the incidents that made you say "no" to the earlier question but "yes" to this one?

[all respondents]

Probes refer to this question: "Have you been bullied by another student online or by text?"

- If you were bullied by a student *who did not go to your school*, how do you think you would answer the question? [probe for how respondent was/would be related to the bully for them to say 'yes']
- If you were bullied by a student from your school, but you got the message - by text, email, twitter or whatever - *while you were at home*, how do you think you would answer the question? [probe for whether *where* the respondent got the message factors in to whether they consider it being bullied by another student]

[if not already discussed] Can you give me some examples of what you think of as being bullied online or by text?

Attachment A

<p><b>30. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.</b></p>	<p>065    1 <input type="checkbox"/> Yes          2 <input type="checkbox"/> No - <b>SKIP</b> to 32</p>																												
<p><b>PROBES (30):</b></p> <ul style="list-style-type: none"> <li>• Can you tell me what happened?</li> <li>• [If 'yes' but answer to Q22 was 'no']:             <ul style="list-style-type: none"> <li>o Do you remember if you were thinking of [the hate crime incident] when I was asking that earlier question about bullying [repeat Q22]?</li> <li>o Why do you think you said 'no' to that question and 'yes' to this one?</li> </ul> </li> <li>• For you, what makes being called a hate-related word different than being bullied?</li> </ul>																													
<p><b>31. Were any of the hate-related words related to ...</b></p> <p style="padding-left: 20px;"><b>a. Your race?</b></p> <p style="padding-left: 20px;"><b>b. Your religion?</b></p> <p style="padding-left: 20px;"><b>c. Your ethnic background or national origin (for example, people of Hispanic origin)?</b></p> <p style="padding-left: 20px;"><b>d. Any disability (by this I mean physical, mental, or developmental disabilities) you may have?</b></p> <p style="padding-left: 20px;"><b>e. Your gender?</b></p> <p style="padding-left: 20px;"><b>f. Your sexual orientation - by this we mean gay/lesbian, bisexual or heterosexual/straight?</b></p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 33%; text-align: center;"><b>Yes</b></th> <th style="width: 33%; text-align: center;"><b>No</b></th> <th style="width: 33%; text-align: center;"><b>Don't know</b></th> </tr> </thead> <tbody> <tr> <td>107SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>108SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>109SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>110SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>111SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>112SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Yes</b>	<b>No</b>	<b>Don't know</b>	107SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	108SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	109SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	110SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	111SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	112SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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112SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																										
<p><b>32. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</b></p>	<p>066    1 <input type="checkbox"/> Yes          2 <input type="checkbox"/> No</p>																												

Attachment A

H. AVOIDANCE		
<p><b>33. During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?</b></p> <p><i>(READ CATEGORIES.)</i></p> <p>a. For example, did you ever STAY AWAY from the shortest route to school because you thought someone might attack or harm you?</p> <p>b. The entrance into the school?</p> <p>c. Any hallways or stairs in school?</p> <p>d. Parts of the school cafeteria?</p> <p>e. Any school restrooms?</p> <p>f. Other places inside the school building?</p> <p>g. School parking lot?</p> <p>h. Other places on school grounds?</p> <p>i. <b>School bus or bus stop?</b></p>	<p><b>Yes</b></p> <p><b>No</b></p>	<p>084 1 <input type="checkbox"/> 2 <input type="checkbox"/></p> <p>085 1 <input type="checkbox"/> 2 <input type="checkbox"/></p> <p>086 1 <input type="checkbox"/> 2 <input type="checkbox"/></p> <p>087 1 <input type="checkbox"/> 2 <input type="checkbox"/></p> <p>088 1 <input type="checkbox"/> 2 <input type="checkbox"/></p> <p>089 1 <input type="checkbox"/> 2 <input type="checkbox"/></p> <p>090 1 <input type="checkbox"/> 2 <input type="checkbox"/></p> <p>091 1 <input type="checkbox"/> 2 <input type="checkbox"/></p> <p style="color: red;">1 <input type="checkbox"/> 2 <input type="checkbox"/></p>
<p><b>34a. Did you AVOID any activities at your school because you thought someone might attack or harm you?</b></p>	<p>076</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p><b>34b. Did you AVOID any classes because you thought someone might attack or harm you?</b></p>	<p>077</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p><b>34c. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</b></p>	<p>078</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>

Attachment A

<b>I. FEAR</b>	
<b>Intro: Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.</b>	
<p><b>35a. How often are you afraid that someone will attack or harm you in the school building or on school property?</b></p> <p><i>(READ CATEGORIES.)</i></p>	<p>079    1 <input type="checkbox"/> <b>Never</b>            2 <input type="checkbox"/> <b>Almost never</b>            3 <input type="checkbox"/> <b>Sometimes</b>            4 <input type="checkbox"/> <b>Most of the time</b></p>
<p><b>35b. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?</b></p> <p><i>(READ CATEGORIES)</i></p>	<p>080    1 <input type="checkbox"/> <b>Never</b>            2 <input type="checkbox"/> <b>Almost never</b>            3 <input type="checkbox"/> <b>Sometimes</b>            4 <input type="checkbox"/> <b>Most of the time</b></p>
<p><b>35c. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?</b></p> <p><i>(READ CATEGORIES)</i></p>	<p>081    1 <input type="checkbox"/> <b>Never</b>            2 <input type="checkbox"/> <b>Almost never</b>            3 <input type="checkbox"/> <b>Sometimes</b>            4 <input type="checkbox"/> <b>Most of the time</b></p>
<p><b>PROBES (33, 34, 35):</b></p> <ul style="list-style-type: none"> <li>• Can you tell me why you answered the way you did?</li> <li>• Now I'd like to ask you about those last three questions.</li> <li>• Can you tell me, in your own words, what this question was asking: "How often are you afraid that someone will attack or harm you in the school building or on school property?"           <ul style="list-style-type: none"> <li>◦ Do you think of that as being the same or different from the question "Did you AVOID any activities at your school because you thought someone might attack or harm you?"</li> </ul> </li> <li>• Can you tell me, in your own words, what this question was asking: "How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?"           <ul style="list-style-type: none"> <li>◦ Do you think of that as being the same or different from the question "Did you AVOID any classes because you thought someone might attack or harm you?"</li> </ul> </li> <li>• [IF NECESSARY]: Do you generally feel more safe at school - meaning in the school building, on school property, on the bus and so on - or outside of school? Why did you say that?</li> </ul>	

<b>J. WEAPONS</b>																			
<p>In the next series of questions we are going to ask you about weapons at your school. All your responses are strictly confidential and will not be shared with anyone.</p>																			
<p><b>36.</b> Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did YOU ever bring the following to school or onto school grounds?</p> <p><i>(READ CATEGORIES.)</i></p> <p><b>a. A gun?</b></p> <p><b>b. A knife brought as a weapon?</b></p> <p><b>c. Some other weapon?</b></p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 40%;"><b>Yes</b></th> <th style="width: 50%;"><b>No</b></th> </tr> </thead> <tbody> <tr> <td>082</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>083</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>084</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Yes</b>	<b>No</b>	082	1 <input type="checkbox"/>	2 <input type="checkbox"/>	083	1 <input type="checkbox"/>	2 <input type="checkbox"/>	084	1 <input type="checkbox"/>	2 <input type="checkbox"/>						
	<b>Yes</b>	<b>No</b>																	
082	1 <input type="checkbox"/>	2 <input type="checkbox"/>																	
083	1 <input type="checkbox"/>	2 <input type="checkbox"/>																	
084	1 <input type="checkbox"/>	2 <input type="checkbox"/>																	
<p><b>37a.</b> Do you know of any other students who have brought a gun to your school during this school year?</p>	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%;">085</td> <td style="width: 40%;">1 <input type="checkbox"/></td> <td style="width: 50%;"></td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td>Yes No - <b>SKIP</b> to 39a</td> </tr> </tbody> </table>	085	1 <input type="checkbox"/>			2 <input type="checkbox"/>	Yes No - <b>SKIP</b> to 39a												
085	1 <input type="checkbox"/>																		
	2 <input type="checkbox"/>	Yes No - <b>SKIP</b> to 39a																	
<p><b>37b.</b> Have you actually seen another student with a gun at school during this school year?</p>	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%;">086</td> <td style="width: 40%;">1 <input type="checkbox"/></td> <td style="width: 50%;"></td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/></td> <td>No Don't know</td> </tr> </tbody> </table>	086	1 <input type="checkbox"/>			2 <input type="checkbox"/>	Yes		3 <input type="checkbox"/>	No Don't know									
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	2 <input type="checkbox"/>	Yes																	
	3 <input type="checkbox"/>	No Don't know																	
<p><b>38.</b> During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?</p>	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%;">113</td> <td style="width: 40%;">1 <input type="checkbox"/></td> <td style="width: 50%;">Yes</td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td>No</td> </tr> </tbody> </table>	113	1 <input type="checkbox"/>	Yes		2 <input type="checkbox"/>	No												
113	1 <input type="checkbox"/>	Yes																	
	2 <input type="checkbox"/>	No																	
<b>K. GANGS</b>																			
<p><b>INTRO 4 -</b> Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity. Your responses are confidential.</p>																			
<p><b>39a.</b> Are there any gangs at your school?</p>	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%;">058</td> <td style="width: 40%;">1 <input type="checkbox"/></td> <td style="width: 50%;">Yes</td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td>No - <b>SKIP</b> to 40</td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/></td> <td>Don't know</td> </tr> </tbody> </table>	058	1 <input type="checkbox"/>	Yes		2 <input type="checkbox"/>	No - <b>SKIP</b> to 40		3 <input type="checkbox"/>	Don't know									
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	2 <input type="checkbox"/>	No - <b>SKIP</b> to 40																	
	3 <input type="checkbox"/>	Don't know																	
<p><b>39b.</b> During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?</p> <p><i>(READ CATEGORIES 1-5)</i></p>	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%;">089</td> <td style="width: 40%;">1 <input type="checkbox"/></td> <td style="width: 50%;"><b>Never</b></td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td><b>Once or twice this school year</b></td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/></td> <td><b>Once or twice a month</b></td> </tr> <tr> <td></td> <td>4 <input type="checkbox"/></td> <td><b>Once or twice a week, or</b></td> </tr> <tr> <td></td> <td>5 <input type="checkbox"/></td> <td><b>Almost every day</b></td> </tr> <tr> <td></td> <td>6 <input type="checkbox"/></td> <td>Don't know</td> </tr> </tbody> </table>	089	1 <input type="checkbox"/>	<b>Never</b>		2 <input type="checkbox"/>	<b>Once or twice this school year</b>		3 <input type="checkbox"/>	<b>Once or twice a month</b>		4 <input type="checkbox"/>	<b>Once or twice a week, or</b>		5 <input type="checkbox"/>	<b>Almost every day</b>		6 <input type="checkbox"/>	Don't know
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	5 <input type="checkbox"/>	<b>Almost every day</b>																	
	6 <input type="checkbox"/>	Don't know																	
<p><b>39c.</b> Have gangs been involved in the sale of drugs at your school during this school year?</p>	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%;">090</td> <td style="width: 40%;">1 <input type="checkbox"/></td> <td style="width: 50%;">Yes</td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td>No</td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/></td> <td>Don't know</td> </tr> </tbody> </table>	090	1 <input type="checkbox"/>	Yes		2 <input type="checkbox"/>	No		3 <input type="checkbox"/>	Don't know									
090	1 <input type="checkbox"/>	Yes																	
	2 <input type="checkbox"/>	No																	
	3 <input type="checkbox"/>	Don't know																	
<b>L. STUDENT CHARACTERISTICS</b>																			

Attachment A

<p><b>40. During this school year, across all subjects have you gotten mostly -</b>  (<i>READ CATEGORIES 1-5</i>)</p>	<p>116    1 <input type="checkbox"/> <b>A's</b>          2 <input type="checkbox"/> <b>B's</b>          3 <input type="checkbox"/> <b>C's</b>          4 <input type="checkbox"/> <b>D's</b>          5 <input type="checkbox"/> <b>F's</b>          6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent</p>												
<p><b>41a. During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that all your responses are strictly confidential and will not be shared with anyone.</b></p>	<p>114    1 <input type="checkbox"/> Yes          2 <input type="checkbox"/> No - <b>SKIP</b> to 42          3 <input type="checkbox"/> Don't know - <b>SKIP</b> to 42</p>												
<p><b>41b. During the last 4 weeks of school, on how many days did you skip at least one class?</b></p>	<p>117    <input type="text"/> <input type="text"/> (Number of days)</p>												
<p><b>42. Thinking about the future, do you think you will ...</b>   <b>a. Attend school after high school, such as a college or technical school? .....</b>   <b>b. Graduate from a 4-year college? .....</b></p>	<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>Yes</b></td> <td style="text-align: center;"><b>No</b></td> <td style="text-align: center;"><b>Don't know</b></td> </tr> <tr> <td>117</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/> -- <b>END</b></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>118</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> </table>		<b>Yes</b>	<b>No</b>	<b>Don't know</b>	117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- <b>END</b>	3 <input type="checkbox"/>	118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	<b>Yes</b>	<b>No</b>	<b>Don't know</b>										
117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- <b>END</b>	3 <input type="checkbox"/>										
118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>										

**DEBRIEFING QUESTIONS**

- Did you have any other thoughts about the topics we discussed today, or the questions on this survey?
- I'm going to ask you a few quick questions about yourself for our research. Everything you say is confidential; no one outside of our team will have this information.
  - What is your race, in your own words? That is, do you think of yourself as white, black, Hispanic [etc.].
  - Can you tell me if you think of yourself as straight, gay or lesbian, or bisexual?

**Attachment 8**  
**SEI Memo Census Cognitive Lab Report, March 2014**

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March 27, 2014

MEMORANDUM FOR: Kathryn A. Chandler  
Director, El/Sec Sample Survey Studies Program  
National Center for Education Statistics

From: Deborah Lessne  
Project Coordinator, SEI

Kathy Zantal-Wiener  
Project Director, SEI

Subject: Census Report March 4, 2014  
Cognitive Lab testing of Proposed 2015 SCS Items

## **Background**

This memo summarizes SEI's review of Census' report on cognitive lab testing of proposed 2015 SCS survey items. Throughout this memo, the question numbers used refer to the items contained in the versions of the questionnaire used in the cognitive testing, and found in Appendices A-C of the Census Report. Also attached to this memo is a revised survey questionnaire incorporating the recommendations contained in this memo proposed for the 2015 SCS.

The SCS survey items used in the testing were developed over a two-year period based on: (1) review of data from prior years' surveys, (2) feedback from field representatives administering the surveys, (3) the Department of Education research priorities for 2014-2015 and (4) input from the Technical Review Panel (TRP) composed of researchers and school administrators familiar with the fields of school crime and prevention. SEI worked with NCES, BJS and Census to finalize wording for each item to be tested.

Census also developed probes, follow-up questions, and alternate questions for cognitive lab testing to (1) fully examine whether the proposed new questions were well understood by the target population, and (2) establish validity of the new questions (e.g., did students construct responses based on the intended information reflected in each survey item). The team embedded items in the complete SCS survey, so cog lab participants would receive them in the same context as future survey respondents.

The majority of items tested resulted in no difficulties for the respondents. Based on follow up probing, all questions demonstrated validity.

## **Recommendations**

We recommend adopting all the items as tested, with the following changes:

## I. Additional Wording Changes to Test Items 1d and 27

We recommend keeping the additional wording changes to new items 1d and 27 that were developed during the cognitive lab process. Initial difficulties were found on two questionnaire items (Appendix A) during the first round of cognitive interviews (N=20). The researchers recommended minor changes in wording to items 1d and 27 (Appendix B), which were modified prior to the second round of interviews (N=20). No further difficulties were found. We recommend using the modified versions tested in the second round. The questions appear below with the changes in italics:

1d: How many different schools have you attended *since the start of* this school year?

27: This school year, how much has bullying had *a negative* effect on...

## II. Test Questions 29 a-c (Cyberbullying anywhere)

We recommend not including these items on the 2015 SCS survey. There are four reasons for this recommendation:

- According to the CDC definition of bullying, electronic bullying should be viewed as a context or location for bullying, not as a separate type of bullying. One of the reasons for the in-depth review and revision of the SCS was to ensure that the data collected would align with this common definition.
- Question 25 tested a new subitem to capture information on cyberbullying as part of bullying at school. The follow-up probing on all test questions about cyberbullying (question 25 and questions 29a-c) indicated that when cyberbullying was related in the students' minds to school bullying, it was reported on question 25. The responses given later on questions 29a-c about "any" cyberbullying did not appear to add additional information relevant to the survey. Instead, these responses either double counted what was reported in question 25 or captured cyberbullying unrelated to school.

Data from the 2009 and 2011 SCS surveys support the conclusion that relevant information about cyberbullying is provided under questions about all school bullying. In 2009, 6 percent of students reported being cyberbullied anywhere. Approximately 84 percent of those students also said they were bullied at school, leaving only 1 percent of the total weighted population indicating that they were cyberbullied only. In 2011, 9 percent of students reported being cyberbullied anywhere and 79 percent also reported being bullied at school, leaving 2 percent of the total population reporting cyberbullying only.

- Some participants in the TRP expressed concern about including cyberbullying "anywhere" in a questionnaire related to school victimization. Parameters for classifying cyberbullying as a school-related incident may include association with in-person victimization incidents at school, perpetration of cyberbullying by school mates at any time, or reading bullying text during school hours regardless

of who sent it. Stakeholders interested in school victimization will not find the data from questions 29a-c useful without further clarification of the incidents reported here.

- The cognitive lab researchers noted the small number of students who were victims of cyberbullying in the test sample. The majority of students questioned concerning cyberbullying had to base their responses on “hypothetical” situations. These students may not have adequately represented the responses that would be collected on the actual SCS about cyberbullying. The researchers recommended doing further research on the questions, with more students who have been victims of cyberbullying, before finalizing these questions for the survey.

For the next SCS cycle, we recommend using responses to Question 25, subitem “online or by text,” from the 2015 survey to estimate the extent of cyberbullying at school. Determining if the estimate is reasonable could be based on a comparison to the number of students on the 2009, 2011 and 2013 surveys reporting both cyberbullying and bullying.

**III. Test Questions 22 and 23 (Have you been bullied at school, by another student, this school year?) should continue to be administered in two different ways using a split-half design for the 2015 administration.**

This question series was tested several ways in the sample. In round 1 (Appendix A), the interviewers presented the question as it has been worded since 2007 – a lead in prompt about bullying, followed by a list of bullying behaviors the student might have experienced. In the previous survey administrations, students responded to each item on the list individually, and any “yes” indicated the student had been bullied. However, for the cognitive lab, in round 1 the researchers inserted a “yes/no” option to the general prompt, “has any student bullied you?” before presenting the list of bullying behaviors. There were no instances where students answered “yes” on overall bullying and “no” on all the behavioral subitems. There were situations where students answered “no” on overall bullying and “yes” on one or more subitems. The researchers probed to determine whether this indicated that:

- the additional items about different types of bullying behaviors prompted those who at first said they were not bullied to remember incidents of bullying, or,
- going through the additional items caused students to forget the initial prompt and respond “yes” to isolated behaviors that occurred outside actual bullying incidents.

The data gathered indicated the latter occurs more often: bullying victimization estimates are inflated by asking repeatedly about different types of behaviors. These behaviors may have occurred, but not within a context that the respondents considered to be bullying. These non-bullying incidents were again filtered out of the bullying estimate by asking the new follow-up questions (23a-b) about power differential and repetition.

However, there was some confusion among respondents on later questions about frequency and location of bullying in cases where they had responded “yes” to individual behaviors which were not considered to be part of a “bullying” incident.

In round 2 (Appendix B), version 1 of question 22 was developed to operationalize the CDC definition of bullying with the power differential and repetition components in a single item. In round 2, version 2 (Appendix C), the single question was followed by three additional questions on the type of bullying experienced. Again, it did not appear that additional prompting on types of bullying increased the “recall” of bullying incidents.

Asking the full series of questions in both rounds appears to generate the same results: **the majority of victimizations would meet the CDC definition of bullying.** Our recommendation, however, is to use the single version of bullying question with all definitional components (Appendix C). This avoids confusion on later questions about type and location of bullying, and decreases administration time. There are three concerns with this change in the SCS bullying question that need to be addressed:

- There was some evidence that the length of the new single question could result in loss of attention, particularly in a CATI administration. This could be minimized with additional instructions to the field representatives to ensure students do not respond before hearing the full question.
- The results using version 1 confirmed that the bullying question used through 2013, which did not include follow-up questions on power and repetition, was generating a larger estimate of bullying frequency than will result from the new question based on the full CDC definition. Switching to a single new question will result in loss of comparability with historic data. There is a need to maintain continuity with all previous administrations of the SCS, in order to continue evaluating trends in school bullying. Therefore, it is necessary to generate an estimate for the extent to which bullying counts captured by the old definition exceed the counts captured by the new definition. This estimate can be used to adjust estimates of bullying from previous years to meet the new definition and prevent the loss of valuable trend data.
- Several annual reports using the SCS data include information about the types of bullying reported by students. The current types of bullying are based on the separate responses to subitems a-g. We do not recommend keeping this extensive, detailed list to continue providing this data in addition to the overall estimate of bullying. Often in the research literature, bullying incidents are grouped into broader categories for analysis, similar to the categories in the follow-ups 22a-c (Appendix C) used in the second version of round 2 of the cognitive lab (physical, verbal and social bullying). Including 22a-c should allow continued analysis of historic trends, as previous years’ data from the original items a-g can be re-grouped into these categories.

## Minimizing Burden

To minimize burden while addressing the preceding concerns, we recommend using a split-half administration (outlined in the table below) for the 2015 SCS. This should generate a large enough sample to give a reliable estimate of the difference in bullying frequency estimates between the two versions. This difference can be applied to historic data to allow comparisons with future survey results. In future survey administrations, only the second version of the bullying question series would need to be administered.

Table: 2015 SCS Split-half Design for Bullying Questions		
	Version 1 administration: All historic bullying behavior subitems, plus new follow-ups on power imbalance and repetition components	Version 2 administration: Single bullying question with all components and follow-ups on types of bullying
Main question format	<p>Q22. Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you? That is, has another student... <i>(Read each category a-g.)</i></p> <ul style="list-style-type: none"> <li><b>a.</b> Made fun of you, called you names, or insulted you, in a hurtful way?</li> <li><b>b.</b> Spread rumors about you or tried to make others dislike you?</li> <li><b>c.</b> Threatened you with harm?</li> <li><b>d.</b> Pushed you, shoved you, tripped you, or spit on you?</li> <li><b>e.</b> Tried to make you do things you did not want to do, for example, give them money or other things?</li> <li><b>f.</b> Excluded you from activities on purpose?</li> <li><b>g.</b> Destroyed your property on purpose?</li> </ul>	<p>Q22. Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.</p> <p>By this definition, have you been bullied at school, by another student, this school year?</p>

Follow-ups	<p>Q23a. When you were bullied this school year, did it happen, or were you afraid it would happen, over and over?</p> <p>Q23b. When you were bullied this school year, were you ever bullied by someone who had more power or strength than you? This could be because the person was bigger than you, was more popular, had more money, or had more power than you in another way</p>	<p>Q22a. Was any of the bullying verbal -- that is, did it involve making fun of you, calling you names, or spreading rumors about you?</p> <p>Q22b. Was any of the bullying physical -- that is, did it involve hitting, shoving, tripping, or physically hurting you in some way, or the threat of hurting you in some way?</p> <p>Q22c. Was any of the bullying social -- that is, did it involve ignoring you or excluding you from activities on purpose in order to hurt you?</p>
Bullying estimate based on	Historic trend line: yes on any a-g CDC definition: yes on any a-g AND yes on 23a AND yes on 23b	CDC Definition: Single yes/no
Type of bullying based on	Subitems a-g above	Questions 22a-c above

#### IV. Additional Recommended Changes to 2015 Survey Items Tested

We recommend making minor wording changes or adding explanations to several other new items that were tested. These changes have been developed to address potential issues that were identified in the results of the cognitive lab. These additional changes all refer to the final version of the test questions (Appendix C).

1. Question 1d states: “How many different schools have you attended since the start of this school year?” After the change to the proposed question tested in round 2, there were still some instances of confusion on this item. Instructions to the field representatives should include further explanation of the question intent if the initial response is “none.”
2. Question 19b states: “Is it possible for students at your school to get marijuana??” Question 19d states: “Is it possible to get other illegal drugs, such as cocaine, uppers or heroin, at your school?” It appeared that some respondents counted marijuana under different slang names as an “other illegal drug” on 19d rather than counting it with question 19b. This could potentially result in underestimating availability of marijuana under 19b on the 2015 survey. We recommend a further modification to this question to prompt respondents to include any variation of marijuana in this item:

“Is it possible for students at your school to get marijuana, also known as pot, weed or mary jane?”

The additional examples were selected based on frequency of use of the terms in the media and in examples of “other” drugs provided by respondents on the 2013 SCS.

3. Question 25 states: “Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur...” This prompt should include “in this school year” to be sure responses are consistent in time frame with all other SCS items.
4. Question 27, item b states: “This school year, how much has bullying had a negative effect on...your relationships with friends?” When asked about “other” negative effects than those listed in items a-d, students often talked about impacts on family relationships. The purpose of item b is to estimate the social impacts of bullying. Based on comments from the respondents this should read “friends or family.”
5. Questions 28f and 38f both ask about sexual orientation in relation to bullying (28) and hate words (38). Several different lists of terms were tested during the cognitive lab as examples of what is meant by “sexual orientation.” All versions appeared to be equally well understood. We recommend using “gay, lesbian, bisexual, or straight” as the examples of sexual orientation. This recommendation is based on 1) the terms most often used by the respondents themselves during follow-up discussions, and 2) the need to avoid confusion in CATI administrations which can occur if a longer list is used.

## **Summary**

The cognitive lab results indicate that the revised 2015 SCS survey will meet NCES’ mission to provide ongoing information to the public on school victimization and crime prevention efforts. The new items tested, and the recommended changes listed here will ensure the 2015 SCS will:

- Align with the CDC definition of bullying
- Preserve the usefulness of historic SCS data
- Eliminate questions that have resulted in ambiguous data
- Reduce survey burden

Attachment 1:  
Census Report March 4, 2014 Cognitive Lab testing of Proposed 2015 SCS Items

Attachment 2:  
2015 SCS Questionnaire Draft 3-26-14



# ASK OF ALL PEOPLE AGES 12-18

FORM **SCS-1R(draft 3-27-14)**

U.S. DEPARTMENT OF  
Economics and Statistics Administration  
U.S. Census Bureau  
ACTING AS COLLECTING AGENCY FOR THE  
BUREAU OF JUSTICE STATISTICS  
U.S. DEPARTMENT OF JUSTICE

SCHOOL CRIME SUPPLEMENT  
TO THE NATIONAL CRIME  
VICTIMIZATION SURVEY  
2015

## QUESTIONNAIRE

**Control number**

PSU Segment/Suffix Sample Designation/Suffix Serial/Suffix HH No. Spinoff Indicator

**A. FR Code**

001

**B. Respondent**

Line No. Age Name  
002  003

**FIELD REPRESENTATIVE** - Complete an SCS-1 form for all NCVS interviewed people ages 12-18. Do NOT complete an SCS-1 form for Type Z noninterview people or for people in Type A noninterview households.

**C. Type of SCS Interview**

- 004 1  Personal - Self  
2  Telephone – Self  
3  Personal - Proxy  
4  Telephone - Proxy  
5  Noninterview – **SKIP to ITEM D**

**D. Reason for SCS noninterview**

- 005 2  Refused } **SKIP to END**  
3  Not available } **SKIP to END**  
4  NCVS completed in a Language other than English or Spanish } **SKIP to END**

**INTRO 1 - Now, I would like to ask some questions about your experiences at school. We estimate the survey will take about 10 minutes. The law authorizes the collection of this data and requires us to keep all information about you and your household strictly confidential.**

**E. SCREEN QUESTIONS FOR SUPPLEMENT**

**1a. Did you attend school at any time this school year?**

\_\_\_\_\_

- 006 1  Yes  
2  No - **SKIP to END**
- \_\_\_\_\_

**1b. During that time, were you ever home-schooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school?**

\_\_\_\_\_

- 092 1  Yes  
2  No - **SKIP to 1d**
- \_\_\_\_\_

**1c. Was all of your schooling this school year home schooling?**

\_\_\_\_\_

- 007 1  Yes - **SKIP to END**  
2  No
- \_\_\_\_\_

**1d. How many different schools have you attended since the start of this school year? [if student said "yes" to 1b add: Include your homeschooling as one school]**

- 1  one school  
2  two schools  
3  three or more schools

Check item: if student was not homeschooled (1b = "no") continue with 2b. If student was partially homeschooled (1c= "no"), continue with 2a.

<p>2a. During the time you were home-schooled this school year, what grade would you have been in if you were in a public or private school?</p>	<p>093 0 <input type="checkbox"/> Fifth or under - <b>SKIP to END</b></p> <p>1 <input type="checkbox"/> Sixth</p> <p>2 <input type="checkbox"/> Seventh</p> <p>3 <input type="checkbox"/> Eighth</p> <p>4 <input type="checkbox"/> Ninth</p> <p>5 <input type="checkbox"/> Tenth</p> <p>6 <input type="checkbox"/> Eleventh</p> <p>7 <input type="checkbox"/> Twelfth</p> <p>8 <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - <b>END</b></p> <div style="text-align: right; border: 1px solid black; padding: 2px;">Go to Intro 2</div>
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<p>2b. What grade are you in?</p>	<p>008 0 <input type="checkbox"/> Fifth or under - <b>SKIP to END</b></p> <p>1 <input type="checkbox"/> Sixth</p> <p>2 <input type="checkbox"/> Seventh</p> <p>3 <input type="checkbox"/> Eighth</p> <p>4 <input type="checkbox"/> Ninth</p> <p>5 <input type="checkbox"/> Tenth</p> <p>6 <input type="checkbox"/> Eleventh</p> <p>7 <input type="checkbox"/> Twelfth</p> <p>8 <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - <b>SKIP to END</b></p> <div style="text-align: right; border: 1px solid black; padding: 2px;">Skip to 3</div>
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FIELD REPRESENTATIVE - Read introduction only if any of the boxes 1-8 are marked in item 2a.

INTRO 2 - The following questions pertain only to your attendance at a public or private school and not to being home-schooled.

<p>3. In what month did your current school year begin?</p>	<p>009 1 <input type="checkbox"/> August</p> <p>2 <input type="checkbox"/> September</p> <p>3 <input type="checkbox"/> Other - <i>Specify</i> _____</p>
---	---

**F. ENVIRONMENTAL QUESTIONS**

<p>4a. What is the complete name of your school?</p> <p>_____</p> <p>4b. In what city, county, and state is your school located?</p>	<p>012 School Name</p> <p>013 City</p> <p>014 County</p> <p>015 State</p>
--	---

<p>5a. Is your school public or private?</p> <p>_____</p> <p>5b. Is this the regular school that most of the students in your neighborhood attend?</p> <p>_____</p> <p>5c. Is your school affiliated with a religion?</p>	<p>016 1 <input type="checkbox"/> Public - ASK 5b</p> <p>2 <input type="checkbox"/> Private - <b>SKIP to 5c</b></p> <p>_____</p> <p>017 1 <input type="checkbox"/> Yes } <b>SKIP to 6</b></p> <p>2 <input type="checkbox"/> No } <b>SKIP to 6</b></p> <p>_____</p> <p>018 1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p> <p>3 <input type="checkbox"/> Don't know</p>
---	--

**6. What grades are taught in your school?**

Pre-K or Kindergarten	00	
	01	
	02	
	03	
	04	
	05	
	06	
	07	
	08	
	09	
	10	
	11	
	12	H.S. Senior
	13	Post-graduate
	20	All ungraded
	30	All Special Education

Grades:

020   (lowest)  
 TO  
 021   (highest)

**7. How do you get to school most of the time this school year?**

FIELD REPRESENTATIVE - *If multiple modes are used, code the mode in which the student spends the most time.*

022 1  Walk  
 2  School bus  
 3  Public bus, subway, train  
 4  Car  
 5  Bicycle, motorbike, or motorcycle  
 6  Some other way – *Specify* \_\_\_\_\_

**8. How do you get home from school most of the time this school year?**

FIELD REPRESENTATIVE - *If multiple modes are used, code the mode in which the student spends the most time.*

*If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.*

024 1  Walk  
 2  School bus  
 3  Public bus, subway, train  
 4  Car  
 5  Bicycle, motorbike, or motorcycle  
 6  Some other way – *Specify* \_\_\_\_\_

<p>9. During this school year, have you participated in any of the following activities sponsored by your school:</p> <p>a. Athletic teams at school?</p> <p>b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?</p> <p>c. Performing arts, for example, Band, Choir, Orchestra, or Drama?</p> <p>d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?</p> <p>e. Student government?</p> <p>f. [IF GRADES 6, 7, or 8 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?</p> <p>[IF GRADES 9, 10, 11, or 12 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, Key Club, or Interact? Do not include community service hours required for graduation.</p> <p>g. Other school clubs or school activities?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>120</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>121</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>122</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>123</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>124</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>125</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>126</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table> <p style="text-align: right;">Specify _____ ↘</p>		Yes	No	120	1 <input type="checkbox"/>	2 <input type="checkbox"/>	121	1 <input type="checkbox"/>	2 <input type="checkbox"/>	122	1 <input type="checkbox"/>	2 <input type="checkbox"/>	123	1 <input type="checkbox"/>	2 <input type="checkbox"/>	124	1 <input type="checkbox"/>	2 <input type="checkbox"/>	125	1 <input type="checkbox"/>	2 <input type="checkbox"/>	126	1 <input type="checkbox"/>	2 <input type="checkbox"/>																										
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126	1 <input type="checkbox"/>	2 <input type="checkbox"/>																																																	
<p>10. The next questions are about security measures that some schools take.</p> <p>Does your school have:</p> <p>a. Security guards or assigned police officers?</p> <p>b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?</p> <p>c. Metal detectors, including wands?</p> <p>d. Locked entrance or exit doors during the day?</p> <p>e. A requirement that visitors sign in and wear visitor badges or stickers?</p> <p>f. Locker checks?</p> <p>g. A requirement that students wear badges or picture identification?</p> <p>h. One or more security cameras to monitor the school?</p> <p>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't Know</th> <th>School does not have lockers</th> </tr> </thead> <tbody> <tr> <td>028</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>029</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>030</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>031</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>032</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>033</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>094</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>095</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>096</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> </tbody> </table>		Yes	No	Don't Know	School does not have lockers	028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
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<p>11. If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't Know</th> </tr> </thead> <tbody> <tr> <td>167</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't Know	167	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																																										
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<p>12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting? (READ CATEGORIES.)</p>	<p>156</p> <p>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>																														
<p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>a. The school rules are fair.</p> <p>b. The punishment for breaking school rules is the same no matter who you are.</p> <p>c. The school rules are strictly enforced.</p> <p>d. If a school rule is broken, students know what kind of punishment will follow.</p> <p>e. Teachers treat students with respect</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>127</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a TEACHER or other ADULT at school who...</p> <p>a. Really cares about you.</p> <p>b. Listens to you when you have something to say.</p> <p>c. Tells you when you do a good job.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>173SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>175SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>176SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	173SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	175SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	176SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p>15. There is a STUDENT at school who...</p> <p>a. Really cares about you.</p> <p>b. Listens to you when you have something to say.</p> <p>c. Believes that you will be a success.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td></td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td></td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td></td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p>16. Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a lot of crime in the neighborhood where you live.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td></td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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<p>17. Thinking about the neighborhood where your SCHOOL IS LOCATED, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a lot of crime in the neighborhood where you go to school.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td></td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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<p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>You feel safe at your school</p>	<table border="0"> <tr> <td style="text-align: center;"><b>Strongly Agree</b></td> <td style="text-align: center;"><b>Agree</b></td> <td style="text-align: center;"><b>Disagree</b></td> <td style="text-align: center;"><b>Strongly Disagree</b></td> </tr> <tr> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </table>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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INTRO 3 - Now I have some questions about things that happen at school. For this survey, "at school" includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.

<p>19. The following question refers to the availability of drugs and alcohol at your school.</p> <p>FIELD REPRESENTATIVE - For each item ask,</p> <p>Is it possible for students at your school to get _____?</p> <p>a. Alcoholic beverages</p> <p>b. Marijuana, also known as pot, weed or mary jane?</p> <p>c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin or Adderall?</p> <p>d. Other illegal drugs, such as cocaine, uppers, or heroin.</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>Yes</b></td> <td style="text-align: center;"><b>No</b></td> </tr> <tr> <td style="text-align: center;">040</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">041</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">159</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </table>		<b>Yes</b>	<b>No</b>	040	1 <input type="checkbox"/>	2 <input type="checkbox"/>	041	1 <input type="checkbox"/>	2 <input type="checkbox"/>	159	1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<p>20. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school?</p>	<p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>
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**G. FIGHTING, BULLYING AND HATE BEHAVIORS**

<p>21a. During this school year, have you been in one or more physical fights at school?</p>	<p>103    1 <input type="checkbox"/> Yes</p> <p>          2 <input type="checkbox"/> No - <b>SKIP</b> to 22</p>
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<p>21b. During this school year, how many times have you been in a physical fight at school?</p>	<p>104    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Number of times)</p>
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*Questions 22 and 23 have two alternate forms, designed for split-half administration. Version 1 starts here with questions 22, subparts a-g, and questions 23a and 23b. For version 2, skip to Alt 22 below.*

<p>22. Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?</p> <p>That is, has another student...</p> <p>(Read each category a-g.)</p> <p>a. Made fun of you, called you names, or insulted you, in a hurtful way?</p> <p>b. Spread rumors about you or tried to make others dislike you?</p> <p>c. Threatened you with harm?</p> <p>d. Pushed you, shoved you, tripped you, or spit on you?</p> <p>e. Tried to make you do things you did not want to do, for example, give them money or other things?</p> <p>f. Excluded you from activities on purpose?</p> <p>g. Destroyed your property on purpose?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>134</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>135</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>136</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>137</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>138</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>139</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>140</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	134	1 <input type="checkbox"/>	2 <input type="checkbox"/>	135	1 <input type="checkbox"/>	2 <input type="checkbox"/>	136	1 <input type="checkbox"/>	2 <input type="checkbox"/>	137	1 <input type="checkbox"/>	2 <input type="checkbox"/>	138	1 <input type="checkbox"/>	2 <input type="checkbox"/>	139	1 <input type="checkbox"/>	2 <input type="checkbox"/>	140	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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140	1 <input type="checkbox"/>	2 <input type="checkbox"/>																							
<p><b>CHECK Item 22</b> Are all categories a-g marked "No" in Q22 above?</p>	<p>1 <input type="checkbox"/> Yes - <b>SKIP</b> to 30 2 <input type="checkbox"/> No</p>																								
<p>23a. When you were bullied this school year, did it happen over and over, or were you afraid it would happen over and over?</p> <hr/> <p>23b. When you were bullied this school year, were you ever bullied by someone who had more power or strength than you? This could be because the person was bigger than you, was more popular, had more money, or had more power than you in another way.</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p> <hr/> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																								
<p><i>If completing Version 1, skip to question 24 below. For version 2, continue with Alt 22 here.</i></p>																									
<p><b>ALT 22.</b> Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.</p> <p>By this definition, have you been bullied at school, by another student this school year?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 30</p>																								

<p>22a. Was any of the bullying verbal – that is, did it involve making fun of you, calling you names, or spreading rumors about you?</p> <p>_____</p> <p>22b. Was any of the bullying physical – that is, did it involve hitting, shoving, tripping, or physically hurting you in some way, or threat of the hurting you in some way?</p> <p>_____</p> <p>22c. Was any of the bullying social – that is, did it involve ignoring you or excluding you from activities on purpose in order to hurt you?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p> <hr/> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p> <hr/> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																														
<p>24. During this school year, how often were you bullied? (READ CATEGORIES 1-4.)</p>	<p>142 1 <input type="checkbox"/> Once or twice this school year 2 <input type="checkbox"/> Once or twice a month 3 <input type="checkbox"/> Once or twice a week, or 4 <input type="checkbox"/> Almost every day</p>																														
<p>25. During this school year, where did the bullying occur? Did it occur ...</p> <p>(READ CATEGORIES) Mark (X) all that apply</p>	<p>143 1 <input type="checkbox"/> In a classroom at school? 168 2 <input type="checkbox"/> In a hallway or stairwell at school? 169 3 <input type="checkbox"/> In a bathroom or locker room at school? 173 4 <input type="checkbox"/> In a cafeteria or lunchroom at school? 146 5 <input type="checkbox"/> Somewhere else inside the school building? – Specify _____ 144 6 <input type="checkbox"/> Outside on school grounds? 145 7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop? 8 <input type="checkbox"/> Online or by text?</p>																														
<p>26. Did you tell a teacher or some other adult at school about being bullied?</p>	<p>147 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																														
<p>27. This school year, how much has bullying had a negative effect on... (READ STEM AND RESPONSES FOR EACH)</p> <p>a. Your school work</p> <p>b. Your relationships with friends or family</p> <p>c. How you feel about yourself</p> <p>d. Your physical health - for example, caused injuries, gave you headaches or stomach aches.</p> <p>e. How you feel about yourself?</p>	<table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Not very much</th> <th>Somewhat</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <td>a. Your school work</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>b. Your relationships with friends or family</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>c. How you feel about yourself</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>d. Your physical health - for example, caused injuries, gave you headaches or stomach aches.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>e. How you feel about yourself?</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Not at all	Not very much	Somewhat	A lot	a. Your school work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	b. Your relationships with friends or family	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	c. How you feel about yourself	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	d. Your physical health - for example, caused injuries, gave you headaches or stomach aches.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	e. How you feel about yourself?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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d. Your physical health - for example, caused injuries, gave you headaches or stomach aches.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																											
e. How you feel about yourself?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																											

<p>28. When you were bullied in school this year, did you ever think it was related to ...</p> <p>a. Your race?</p> <p>b. Your religion?</p> <p>c. Your ethnic background or national origin - for example, people of Hispanic origin?</p> <p>d. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p>e. Your gender?</p> <p>f. Your sexual orientation - by this we mean gay, lesbian, bisexual or straight?</p> <p>g. Your physical appearance?</p> <p>h. Some other reason?</p>	<table> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>Specify <input type="checkbox"/></td> <td></td> </tr> </tbody> </table>	Yes	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	Specify <input type="checkbox"/>																							
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Specify <input type="checkbox"/>																													
<p>30. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.</p>	<p>065 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <i>SKIP</i> to 32</p>																												
<p>31. Were any of the hate-related words related to ...</p> <p>a. Your race?</p> <p>b. Your religion?</p> <p>c. Your ethnic background or national origin -for example, people of Hispanic origin?</p> <p>d. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p>e. Your gender?</p> <p>f. Your sexual orientation - by this we mean gay, lesbian, bisexual or straight?</p>	<table> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>107SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>108SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>109SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>110SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>111SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>112SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	107SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	108SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	109SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	110SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	111SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	112SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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112SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																										
<p>32. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p>	<p>066 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																												

**H. AVOIDANCE**

<p><b>33. During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?</b></p> <p><i>(READ CATEGORIES.)</i></p> <p>a. For example, did you ever STAY AWAY from the shortest route to school because you thought someone might attack or harm you?</p> <p>b. The entrance into the school?</p> <p>c. Any hallways or stairs in school?</p> <p>d. Parts of the school cafeteria?</p> <p>e. Any school restrooms?</p> <p>f. Other places inside the school building?</p> <p>g. School parking lot?</p> <p>h. Other places on school grounds?</p> <p>i. School bus or bus stop?</p>	<table border="0"> <thead> <tr> <th></th> <th align="center"><b>Yes</b></th> <th align="center"><b>No</b></th> </tr> </thead> <tbody> <tr> <td>068</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> <tr> <td>069</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> <tr> <td>070</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> <tr> <td>071</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> <tr> <td>072</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> <tr> <td>073</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> <tr> <td>074</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> <tr> <td>075</td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> <tr> <td></td> <td align="center">1 <input type="checkbox"/></td> <td align="center">2 <input type="checkbox"/></td> </tr> </tbody> </table>		<b>Yes</b>	<b>No</b>	068	1 <input type="checkbox"/>	2 <input type="checkbox"/>	069	1 <input type="checkbox"/>	2 <input type="checkbox"/>	070	1 <input type="checkbox"/>	2 <input type="checkbox"/>	071	1 <input type="checkbox"/>	2 <input type="checkbox"/>	072	1 <input type="checkbox"/>	2 <input type="checkbox"/>	073	1 <input type="checkbox"/>	2 <input type="checkbox"/>	074	1 <input type="checkbox"/>	2 <input type="checkbox"/>	075	1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>
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075	1 <input type="checkbox"/>	2 <input type="checkbox"/>																													
	1 <input type="checkbox"/>	2 <input type="checkbox"/>																													
<p><b>34a. Did you AVOID any activities at your school because you thought someone might attack or harm you?</b></p>	<p>076    1 <input type="checkbox"/> Yes           2 <input type="checkbox"/> No</p>																														
<p><b>34b. Did you AVOID any classes because you thought someone might attack or harm you?</b></p>	<p>077    1 <input type="checkbox"/> Yes           2 <input type="checkbox"/> No</p>																														
<p><b>34c. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</b></p>	<p>078    1 <input type="checkbox"/> Yes           2 <input type="checkbox"/> No</p>																														

**I. FEAR**

**Intro: Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.**

<p><b>35a. How often are you afraid that someone will attack or harm you in the school building or on school property?</b></p> <p><i>(READ CATEGORIES.)</i></p>	<p>079    1 <input type="checkbox"/> <b>Never</b>           2 <input type="checkbox"/> <b>Almost never</b>           3 <input type="checkbox"/> <b>Sometimes</b>           4 <input type="checkbox"/> <b>Most of the time</b></p>
<p><b>35b. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?</b></p> <p><i>(READ CATEGORIES)</i></p>	<p>080    1 <input type="checkbox"/> <b>Never</b>           2 <input type="checkbox"/> <b>Almost never</b>           3 <input type="checkbox"/> <b>Sometimes</b>           4 <input type="checkbox"/> <b>Most of the time</b></p>
<p><b>35c. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?</b></p> <p><i>(READ CATEGORIES)</i></p>	<p>081    1 <input type="checkbox"/> <b>Never</b>           2 <input type="checkbox"/> <b>Almost never</b>           3 <input type="checkbox"/> <b>Sometimes</b>           4 <input type="checkbox"/> <b>Most of the time</b></p>

## J. WEAPONS

In the next series of questions we are going to ask you about weapons at your school. All your responses are strictly confidential and will not be shared with anyone.

<p><b>36.</b> Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did YOU ever bring the following to school or onto school grounds?</p> <p><i>(READ CATEGORIES.)</i></p> <p>a. A gun?</p> <p>b. A knife brought as a weapon?</p> <p>c. Some other weapon?</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 40%;"><b>Yes</b></td> <td style="width: 50%;"><b>No</b></td> </tr> <tr> <td>082</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>083</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>084</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </table>		<b>Yes</b>	<b>No</b>	082	1 <input type="checkbox"/>	2 <input type="checkbox"/>	083	1 <input type="checkbox"/>	2 <input type="checkbox"/>	084	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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082	1 <input type="checkbox"/>	2 <input type="checkbox"/>											
083	1 <input type="checkbox"/>	2 <input type="checkbox"/>											
084	1 <input type="checkbox"/>	2 <input type="checkbox"/>											
<p><b>37a.</b> Do you know of any other students who have brought a gun to your school during this school year?</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">085</td> <td style="width: 40%;">1 <input type="checkbox"/></td> <td style="width: 50%;">Yes</td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td>No - <b>SKIP</b> to 38</td> </tr> </table>	085	1 <input type="checkbox"/>	Yes		2 <input type="checkbox"/>	No - <b>SKIP</b> to 38						
085	1 <input type="checkbox"/>	Yes											
	2 <input type="checkbox"/>	No - <b>SKIP</b> to 38											
<p><b>37b.</b> Have you actually seen another student with a gun at school during this school year?</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">086</td> <td style="width: 40%;">1 <input type="checkbox"/></td> <td style="width: 50%;">Yes</td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td>No</td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/></td> <td>Don't know</td> </tr> </table>	086	1 <input type="checkbox"/>	Yes		2 <input type="checkbox"/>	No		3 <input type="checkbox"/>	Don't know			
086	1 <input type="checkbox"/>	Yes											
	2 <input type="checkbox"/>	No											
	3 <input type="checkbox"/>	Don't know											
<p><b>38.</b> During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">113</td> <td style="width: 40%;">1 <input type="checkbox"/> Yes</td> <td style="width: 50%;"></td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/> No</td> <td></td> </tr> </table>	113	1 <input type="checkbox"/> Yes			2 <input type="checkbox"/> No							
113	1 <input type="checkbox"/> Yes												
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## K. GANGS

**INTRO 4 -** Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity. Your responses are confidential.

<p><b>39a.</b> Are there any gangs at your school?</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">058</td> <td style="width: 40%;">1 <input type="checkbox"/> Yes</td> <td style="width: 50%;"></td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/> No - <b>SKIP</b> to 40</td> <td></td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/> Don't know</td> <td></td> </tr> </table>	058	1 <input type="checkbox"/> Yes			2 <input type="checkbox"/> No - <b>SKIP</b> to 40			3 <input type="checkbox"/> Don't know							
058	1 <input type="checkbox"/> Yes															
	2 <input type="checkbox"/> No - <b>SKIP</b> to 40															
	3 <input type="checkbox"/> Don't know															
<p><b>39b.</b> During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?</p> <p><i>(READ CATEGORIES 1-5)</i></p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">089</td> <td style="width: 40%;">1 <input type="checkbox"/> <b>Never</b></td> <td style="width: 50%;"></td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/> <b>Once or twice this school year</b></td> <td></td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/> <b>Once or twice a month</b></td> <td></td> </tr> <tr> <td></td> <td>4 <input type="checkbox"/> <b>Once or twice a week, or</b></td> <td></td> </tr> <tr> <td></td> <td>5 <input type="checkbox"/> <b>Almost every day</b></td> <td></td> </tr> </table>	089	1 <input type="checkbox"/> <b>Never</b>			2 <input type="checkbox"/> <b>Once or twice this school year</b>			3 <input type="checkbox"/> <b>Once or twice a month</b>			4 <input type="checkbox"/> <b>Once or twice a week, or</b>			5 <input type="checkbox"/> <b>Almost every day</b>	
089	1 <input type="checkbox"/> <b>Never</b>															
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	3 <input type="checkbox"/> <b>Once or twice a month</b>															
	4 <input type="checkbox"/> <b>Once or twice a week, or</b>															
	5 <input type="checkbox"/> <b>Almost every day</b>															
<p><b>39c.</b> Have gangs been involved in the sale of drugs at your school during this school year?</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">090</td> <td style="width: 40%;">1 <input type="checkbox"/> Yes</td> <td style="width: 50%;"></td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/> No</td> <td></td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/> Don't know</td> <td></td> </tr> </table>	090	1 <input type="checkbox"/> Yes			2 <input type="checkbox"/> No			3 <input type="checkbox"/> Don't know							
090	1 <input type="checkbox"/> Yes															
	2 <input type="checkbox"/> No															
	3 <input type="checkbox"/> Don't know															

## L. STUDENT CHARACTERISTICS

<p><b>40.</b> During this school year, across all subjects have you gotten mostly -</p> <p><i>(READ CATEGORIES 1-5)</i></p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">116</td> <td style="width: 40%;">1 <input type="checkbox"/> <b>A's</b></td> <td style="width: 50%;"></td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/> <b>B's</b></td> <td></td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/> <b>C's</b></td> <td></td> </tr> <tr> <td></td> <td>4 <input type="checkbox"/> <b>D's</b></td> <td></td> </tr> <tr> <td></td> <td>5 <input type="checkbox"/> <b>F's</b></td> <td></td> </tr> <tr> <td></td> <td>6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent</td> <td></td> </tr> </table>	116	1 <input type="checkbox"/> <b>A's</b>			2 <input type="checkbox"/> <b>B's</b>			3 <input type="checkbox"/> <b>C's</b>			4 <input type="checkbox"/> <b>D's</b>			5 <input type="checkbox"/> <b>F's</b>			6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent	
116	1 <input type="checkbox"/> <b>A's</b>																		
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	3 <input type="checkbox"/> <b>C's</b>																		
	4 <input type="checkbox"/> <b>D's</b>																		
	5 <input type="checkbox"/> <b>F's</b>																		
	6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent																		
<p><b>41a.</b> During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that all your responses are strictly confidential and will not be shared with anyone.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">114</td> <td style="width: 40%;">1 <input type="checkbox"/> Yes</td> <td style="width: 50%;"></td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/> No - <b>SKIP</b> to 42</td> <td></td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/> Don't know</td> <td></td> </tr> </table>	114	1 <input type="checkbox"/> Yes			2 <input type="checkbox"/> No - <b>SKIP</b> to 42			3 <input type="checkbox"/> Don't know										
114	1 <input type="checkbox"/> Yes																		
	2 <input type="checkbox"/> No - <b>SKIP</b> to 42																		
	3 <input type="checkbox"/> Don't know																		

<p>41b. During the last 4 weeks of school, on how many days did you skip at least one class?</p>	<p>115 <input type="checkbox"/> <input type="checkbox"/> (Number of days)</p>												
<p>42. Thinking about the future, do you think you will ...</p> <p>a. Attend school after high school, such as a college or technical school? .....</p> <p>b. Graduate from a 4-year college? .....</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th style="text-align: center;">Don't know</th> </tr> </thead> <tbody> <tr> <td>117</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/> -- <i>END</i></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>118</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- <i>END</i>	3 <input type="checkbox"/>	118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	Yes	No	Don't know										
117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- <i>END</i>	3 <input type="checkbox"/>										
118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>										

**Attachment 10**  
**Details of Question Changes to 2015 SCS**

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## Details of Question Changes to 2015 SCS

**Total changes (compared to 2013 form) included on survey form 2015 SCS Questionnaire Draft 3-27-14.docx:**

- Deleted 39 items or sub-items (for split-half version 2 deleted 46)
- Added 23 items or sub-items (for split-half version 2 added 24)
- Modified 18 questions/instructions (19 for split-half version 2)
- Renumbered all questions and items to be consecutive and to eliminate repetitive numbering (e.g. 19a.a, 19a.b, 19b, etc.).

2013 Question number	2013 Question	Change	2015 Question Number	2015 Question	Rationale for Change
		new	1d	How many different schools have you attended since the start of this school year? [If student said "yes" to 1b, add: Include your homeschooling as one school] 1 one school 2 two schools 3 three or more schools	TRP cited research showing frequent school change increases likelihood of school engagement issues, a factor in bullying. This item creates subgroup of students with frequent changes for analysis. Item tested 2014 Cog Lab.
10	How long does it take you to get from your home to school most of time?	deleted			Originally added to SCS as a way to estimate exposure to bullying on the way to/from school. No evidence that this data has been used in recent analyses.
12a	Are students in your grade level allowed to leave school grounds to eat lunch?	deleted			Few schools allow students to leave for lunch unchaperoned except in high school. Based on 2011 data, fewer than 16% say it is allowed, and only 9% have left for lunch more than once or twice in the school year. No data from these variables have been included in NCES/BJIS reports since 2007.
12b	How often do you leave school grounds at lunch time?	deleted			

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2013 Question number	2013 Question	Change	2015 Question Number	2015 Question	Rationale for Change
14a	Does your school take any measures to make sure students are safe? For example, does the school have:	reworded	10	The next questions are about security measures that some schools take. Does your school have:	TRP noted that item is about student awareness of security measures; however wording is ambiguous with regard to awareness vs. feeling "safe". Previous question split and reworded – item 10 refers to awareness, new item 18 (below) addresses safety.
14a.b	Other school staff or other adults supervision the hallway?	reworded	10b.	Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?	Based on Field Representative feedback: previous wording confused some students - saw "other" as excluding teachers rather than referring to those "other" than in item a. Added examples to clarify.
14a.e	A requirement that visitors sign in?	reworded	10e.	A requirement that visitors sign in and wear visitor badges or stickers?	Change reflects more common security procedure – after signing in, visitors required to have a visual symbol (badges) in the school building.
14b.	If you hear about a threat to school or student safety, do you have a way to report it to someone in authority without giving your name?	reworded	11	If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?	TRP questioned word "authority" - does this limit student responses as original intent of question was whether threats could be reported to someone who could act on the information. This information is needed by schools in assessing programs designed to increase reporting of victimization.
15b.	In general, how often do teachers punish students during your classes?	deleted			Determined to be redundant to 15a. Central question is whether teacher has control in classroom.
16a.	I am going to read a list of statements that could describe a school. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following..				

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2013 Question number	2013 Question	Change	2015 Question Number	2015 Question	Rationale for Change
16a.a	Everyone knows what the school rules are	deleted			TRP questioned need to ask about “teacher” (16b) and “adults at school” (16c) separately. Factor analysis determined fewer items would not result in lost information about students who do have positive relationships with adults at school. Individual changes to this series of items reflect merger of like items, and moving item 16b.a to the series of questions (13 a-e) about the school environment.
16b.	Thinking about the TEACHERS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following	deleted			
16b.a	Teachers treat students with respect	moved	13e		
16b.b	Teachers care about students	deleted			
16b.c	Teachers do or say things that make students feel bad about themselves	deleted			
16c	Thinking about all of the ADULTS at your school, including teachers, would you strongly agree, agree, disagree, or strongly disagree with the following... There is an ADULT at school who...	reworded	14	Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following... There is a TEACHER or other ADULT at school who...	
16c.b	Notices when you are not there	deleted			
16c.e	Always wants you to do your best.	deleted			
16c.f	Believes that you will be a success.	deleted			

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2013 Question number	2013 Question	Change	2015 Question Number	2015 Question	Rationale for Change
16d	Thinking about FRIENDS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following: At school, you have a FRIEND you can talk to, who cares about your feelings and what happens to you	reworded	15	There is a STUDENT at school who...	TRP noted that item 16d does not have face validity. Research indicates distribution and quality of friendships is related to protective factors – not having “a friend.” In all research found involving school friendships, only reciprocal friendships were counted. This series of items was constructed to restrict responses to reciprocal friendships in school. Question was tested in cognitive lab.
		new	15a	Really cares about you.	
		new	15b	Listens to you when you have something to say.	
		new	15c	Believes that you will be a success.	
16e.a	There is not a lot of crime in the neighborhood where you live.	reworded	16	There is a lot of crime in the neighborhood where you live.	Changed so that responses are agreement about extent of crime, not lack of crime. Best practice in survey construction avoids positive responses to negative construct.
16e.b	You feel safe in the neighborhood where you live.	deleted			see new 2015 item 18
16f.a	There is not a lot of crime in the neighborhood where go to school.	reworded	17	There is a lot of crime in the neighborhood where you go to school.	same as reworded 2015 question 16 above
16f.b	You feel safe in the neighborhood where you go to school.	deleted			Primary intent of question series 16 was to allow analysis of correlations between environmental crime, school security measures and feelings of safety in school. TRP noted question scope (neighborhood) not useful in such an analysis. New item (18) designed to provide data for this research. Also see

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2013 Question number	2013 Question	Change	2015 Question Number	2015 Question	Rationale for Change
		new	18	Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following... You feel safe at your school.	new item 10 above.
17a	The following question refers to the availability of drugs and alcohol at your school. Is it possible to get _____ at your school?	reworded	19	The following question refers to the availability of drugs and alcohol at your school. Is it possible for students at your school to get____?	Reworded to avoid confusion and long sentence construct.
17a.j	Prescription drugs illegally obtained without a prescription, such as Oxycontin, Vicodin, or Xanax	reworded	19c.	Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin or Adderall?	Examples of prescription drugs update to reflect most common nationwide (vs. locally). Question moved up in order for logical progression to reworded 19d below.
17a.c	Crack	deleted	19d.	Other illegal drugs, such as cocaine, uppers, or heroin.	Merged all sub-items on availability of various drugs (17a.c – 17a.i) into single question about illegal drug availability in response to several issues with previous extensive list of drugs: 1. Detail from responses not reported – all combined as single “drug availability” 2. Drugs of choice change over time requiring yearly updates 3. High percentage of “don’t know” responses to each drug decreases reliability of combined measure. Single response category for illegal drugs increase reliability of measure – unnecessary for respondent to know all illegal drugs if sure of one or more.
17a.d	Other forms of cocaine	deleted	19d		

## Details of Question Changes to 2015 SCS

2013 Question number	2013 Question	Change	2015 Question Number	2015 Question	Rationale for Change
17a.e	Uppers such as ecstasy, crystal meth or other illegal stimulants..	deleted	19d		
17a.f	Downers such as GHB or sleeping pills	deleted	19d		
17a.g	LSD or acid	deleted	19d		
17a.h	PCP or angel dust	deleted	19d		
17a.i	Heroin or smack	deleted	19d		
17a.k	Other illegal drugs	reworded	19d		
17b	During this school year, did you know for sure that any students were on drugs or alcohol while they were at school?	reworded	20	During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school?	TRP noted previous question not appropriate as measure of overall drug use. New question focuses on observed behavior rather than "knowing for sure".
17c	During this school year, did anyone offer, or try to sell or give you an illegal drug other than alcohol or tobacco at your school?	deleted			Data not currently reported or used. Unclear intent of question.
19a	Now I have some questions about what students do at school that makes you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you? That is, has another student....	This section has been reworked and is presented in two versions for split-half administration	22 version 1	Same as 19a a-g, with two follow-ups below (23a and 23b)	These two shaded sections detail the changes for the series of questions on bullying. They are intended to be presented in a split-half design: questions 22 (v1) and 23a-b (v1) in one half of the administrations, and questions 22 (v2) and 22a-c (v2) in the other half. The purpose of the changes is to bring questions on bullying into alignment with CDC definition. The purpose of the split-half administration is to preserve historic data while minimizing burden. Please see documents "SEI Memo Census Cog Lab Report" and "Final 2015 SCS Item Justification" for more details.

## Details of Question Changes to 2015 SCS

2013 Question number	2013 Question	Change	2015 Question Number	2015 Question	Rationale for Change
19a.a 19a.b 19a.c 19a.d 19a.e 19a.f 19a.g	Made fun of you, called you names or insulted you, in a hurtful way? Spread rumors about you or tried to make others dislike you? Threatened you with harm? Pushed you, shoved you, tripped you, or spit on you? Excluded you from activities on purpose? Destroyed your property on purpose? Tried to make you do things you did not want to do, for example, give them money or other things? Excluded you from activities on purpose?	deleted in version 2			
		new	23a version 1	When you were bullied this year, did it happen over and over, or were you afraid it would happen over and over?	These two questions are needed to filter responses from 19a a-g based on all dimensions of the bullying definition.
		new	23b version 1	When you were bullied this school year, were you ever bullied by someone who had more power or strength than you? This could be because the person was bigger than you, was more popular, had more money, or had more power than you in another way?	

## Details of Question Changes to 2015 SCS

2013 Question number	2013 Question	Change	2015 Question Number	2015 Question	Rationale for Change
		reworded	22 version 2	Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over. By this definition, have you been bullied at school, by another student, this school year?	This version incorporates all components of the bullying definition into a single question.
		new	22a version 2	Was any of the bullying verbal - that is, did it involve making fun of you, calling you names, or spreading rumors about you?	These questions are needed in version two to categorize types of bullying for reporting purposes. These categories align better with current research on bullying than the individual actions detailed in old questions 19a.a-g
		new	22b version 2	Was any of the bullying physical - that is, did it involve hitting, shoving, tripping, or physically hurting you in some way, or the threat of hurting you in some way?	
		new	22c version 2	Was any of the bullying social - that is, did it involve ignoring you or excluding you from activities on purpose in order to hurt you?	

## Details of Question Changes to 2015 SCS

2013 Question number	2013 Question	Change	2015 Question Number	2015 Question	Rationale for Change
19b.	You just indicated that someone had bullied you during this school year. Thinking about all of the ways in which you were bullied, how often did all of those things happen?	reworded	24	During this school year, how often were you bullied?	This change was made based on FR feedback that students are sometimes confused as to whether this refers to each way they were bullied, or overall bullying episodes.
19c.	Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur...	reworded	25	During this school year, where did the bullying occur? Did it occur...	This change aligns with other parts of survey that include to/from school as part of "at school"
19c.7	On a school bus?	reworded	25.7	7 On the way to or from school such as on a school bus or at a bus stop?	
		new	25.8	Online or by text?	
19d	Was a teacher or some other adult at school notified about this bullying?	reworded	26	Did you tell a teacher or some other adult at school about being bullied?	Replaces all sub-items under question 20 related to cyberbullying. See below.
19e	What were the injuries you suffered as a result of being pushed, shoved, tripped, or spit on?	deleted			Sub-items on specific physical injuries replaced with questions on the broader effects of bullying (new item 27 a-d below). Change based on current research on impacts of bullying (Ybarra, Espelage, Mitchell, in progress; Beran et al 2012; National Children's Medical Center Clinic for Health Problems Related to Bullying, Checklist for Pediatricians from website accessed 9/3/2013).
19e.1	None	deleted			
19e.2	Bruises or swelling	deleted			
19e.3	Cuts, scratches, or scrapes	deleted			
19e.4	Black eye/bloody nose	deleted			
19e.5	Teeth chipped or knocked out	deleted			
19e.6	Broken bones/internal injuries	deleted			
19e.7	Knocked unconscious	deleted			
19e.8	Other/specify	deleted			

## Details of Question Changes to 2015 SCS

2013 Question number	2013 Question	Change	2015 Question Number	2015 Question	Rationale for Change
		new	27	This school year, how much has bullying had a negative effect on...	
		new	27a	Your school work	
		new	27b	Your relationships with friends or family	
		new	27c	How you feel about yourself	
		new	27d	Your physical health - for example, caused injuries, gave you headaches or stomach aches	
20a.	Now I have some questions about what students do that occur anywhere and that make you feel bad or are hurtful to you. You may include events you told me about already. During this school year, has another student....	deleted			This entire section on cyberbullying "anywhere" has been deleted. This is part of the change to align with CDC definition: electronic bullying is seen as a means, not a separate type of bullying. It also conforms better to the purpose of the SCS, which is to document school-based victimization, rather than all victimization. See new item 25.8 above and full explanation in document SEI Memo Census Cog Lab Report for more details.
20a.a	Posted hurtful information about you on the Internet, for example, on a social networking site like MySpace, Facebook, Formspring, or Twitter?	deleted			
20a.b	Purposefully shared your private information, photos, or videos on the Internet or mobile phones in a hurtful way?	deleted			
20a.c	Threatened or insulted you through email?	deleted			

## Details of Question Changes to 2015 SCS

2013 Question number	2013 Question	Change	2015 Question Number	2015 Question	Rationale for Change
20a.d	Threatened or or insulted you through instant messaging or chat?	deleted			
20a.e	Threatened or insulted you through text messaging?	deleted			
20a.f	Threatened or insulted you through online gaming, for example, while playing XBOX, World of Warcraft, or similar activities?	deleted			
20a.g	Purposefully excluded you from an online communications?	deleted			
20b	You just indicated that someone had bullied you online (or through text messaging) during this school year. Thinking about all of the ways in which you were bullied online (or through text messaging), how often did (this/these things) happen to you?	deleted			
20c	Was a teacher or some other adult <i>at school</i> notified about this bullying online (or through text messaging)?	deleted			
		new	28	When you were bullied in this school year, did you ever think it was related to...	Created in response to commitment of ED to collect information on bullying in LGBT and other vulnerable populations. Wording of sub-items based old question 21b below.
		new	28a	Your race?	
		new	28b	Your religion?	

## Details of Question Changes to 2015 SCS

2013 Question number	2013 Question	Change	2015 Question Number	2015 Question	Rationale for Change
		new	28c	Your ethnic background or national origin - for example, people of Hispanic origin?	
		new	28d	Any disability you may have - such as physical, mental, or developmental disabilities?	
		new	28e	Your gender?	
		new	28f	Your sexual orientation - by this we mean gay, lesbian, bisexual or straight?	
		new	28g	Your physical appearance?	
		new	28h	Some other reason?	
21b	Were any of the hate-related words related to...		31	Were any of the hate-related words related to...	
21b.d	Any disability (by this I mean physical, mental, or developmental disabilities) you may have?	reworded	31d	Any disability you may have - such as physical, mental, or developmental disabilities?	Reworded for clarity.
21b.f	Your sexual orientation?	reworded	31f	Your sexual orientation - by this we mean gay, lesbian, bisexual, or straight?	Formerly examples were only given where respondents asked for clarification; reformatted so that all students receive the same question. Changed wording of examples to reflect current terminology and understanding of question based on cog lab testing.
23a.	During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?		33	During this school year, did you ever STAY AWAY from any of the following places because someone might attack or harm you there?	

### Details of Question Changes to 2015 SCS

2013 Question number	2013 Question	Change	2015 Question Number	2015 Question	Rationale for Change
		new	33i	School bus or bus stop?	Added to maintain consistency with other parts of survey which include school bus as a school location.
23a.1	During this school year, did you STAY AWAY from any online activities because you thought someone might be mean to you there?	deleted			This question was added in 2011 to mirror avoidance questions related to traditional bullying. Very few (1.8%) answered "yes" in 2011. No evidence in literature that students demonstrate such behavior (staying off line) as a result of bullying.
		new	Section I Introduction	Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.	Designed to clarify that section I (fear) is separate from section H (avoidance) based on FR feedback indicating students are frustrated by seeming repetition.

**Attachment 11**  
**Crosswalk SCS Changes 2005-2015**

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**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
Sections A-D. Administrative Information					
<b>sc002</b> Respondent Line No. 01-96 Actual line number 98 Residue	<b>sc002</b> Respondent Line No. 01-96 Actual line number 98 Residue	<b>sc002</b> Respondent Line No. 01-96 Actual line number 98 Residue	<b>sc002</b> Respondent Line No. 01-96 Actual line number 98 Residue	<b>sc002</b> Respondent Line No. 01-96 Actual line number 98 Residue	<b>sc002</b> Respondent Line No. 01-96 Actual line number 98 Residue
Red highlight indicates category created post-response. Note that all 'Residue' values are unspecified missing values					
<b>sc003</b> Respondent Age 12-18 Age 98 Residue	<b>sc003</b> Respondent Age 12-18 Age 98 Residue	<b>sc003</b> Respondent Age 12-18 Age 98 Residue	<b>sc003</b> Respondent Age 12-18 Age 98 Residue	<b>sc003</b> Respondent Age 12-18 Age 98 Residue	<b>sc003</b> Respondent Age 12-18 Age 98 Residue
<b>sc004</b> Type of SCS Interview 1 Personal-Self 2 Telephone – Self 3 Personal – Proxy 4 Telephone – Proxy 5 Noninterview – Fill Item D 6 created: Noninterview 7 Interview - Type unknown	<b>sc004</b> Type of SCS Interview 1 Personal-Self 2 Telephone – Self 3 Personal – Proxy 4 Telephone – Proxy 5 Noninterview – Fill Item D 6 created: Noninterview 7 Interview - Type unknown	<b>sc004</b> Type of SCS Interview 1 Personal-Self 2 Telephone – Self 3 Personal – Proxy 4 Telephone – Proxy 5 Noninterview – Fill Item D 6 created: Noninterview	<b>sc004</b> Type of SCS Interview 1 Personal-Self 2 Telephone – Self 3 Personal – Proxy 4 Telephone – Proxy 5 Noninterview – Skip to Item D 6 created: Noninterview	<b>sc004</b> Type of SCS Interview 1 Personal-Self 2 Telephone – Self 3 Personal – Proxy 4 Telephone – Proxy 5 Noninterview – Skip to Item D 6 created: Noninterview	<b>sc004</b> Type of SCS Interview 1 Personal - Self 2 Telephone - Self 3 Personal - Proxy 4 Telephone - Proxy 5 Noninterview - Skip to Item D
<b>sc005</b> Reason for SCS noninterview 1 Type Z noninterview on NCVS 1 Refused 2 Not Available 5 created: Unknown reason	<b>sc005</b> Reason for SCS noninterview 1 Type Z noninterview on NCVS 2 Refused 3 Not Available 5 created: Unknown reason	<b>sc005</b> Reason for SCS noninterview 1 Type Z noninterview on NCVS 2 Refused 3 Not Available 4 Language problem 5 created: Unknown reason	<b>sc005</b> Reason for SCS noninterview 1 Type Z noninterview on NCVS 2 Refused 3 Not Available 4 NCVS completed in a language other than English or Spanish 5 created: Unknown reason 6 created: refused by parent	<b>sc005</b> Reason for SCS noninterview 1 Type Z noninterview on NCVS 2 Refused 3 Not Available 4 NCVS completed in a language other than English or Spanish	<b>sc005</b> Reason for SCS noninterview 2 Refused 3 Not available 4 NCVS completed in a language other than English or Spanish
INTRO 1- Now I have some additional questions about your school. These answers will be kept confidential, by law.	INTRO 1- Now I have some additional questions about your school. These answers will be kept confidential, by law.	INTRO 1- Now I have some additional questions about your school. These answers will be kept confidential, by law.	INTRO 1- Now I would like to ask some questions about your experiences at school. We estimate the survey will take about 10 minutes. The law authorizes the collection of this data and requires us to keep all information about you and your household strictly confidential	INTRO 1- Now I would like to ask some questions about your experiences at school. We estimate the survey will take about 10 minutes. The law authorizes the collection of this data and requires us to keep all information about you and your household strictly confidential	Intro 1 - Now, I would like to ask some questions about your experiences at school. We estimate the survey will take about 10 minutes. The law authorizes the collection of this data and requires us to keep all information about you and your household strictly confidential.

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
E. Screen Questions					
<p><b>sc006</b> Question 1a. Did you attend school at any time during the last 6 months, that is, any time since _____1<sup>st</sup>, 2004? 1 Yes 2 No - skip to check item B page 8</p>	<p><b>sc006</b> Question 1a. Did you attend school at any time <b>this school year</b>? 1 Yes 2 No - skip to check item D page 8</p>	<p><b>sc006</b> Question 1a. Did you attend school at any time this school year? 1 Yes 2 No -END</p>	<p><b>sc006</b> Question 1a. Did you attend school at any time this school year? 1 Yes 2 No -skip to end</p>	<p><b>sc006</b> Question 1a. Did you attend school at any time this school year? 1 Yes 2 No -skip to end</p>	<p><b>sc006</b> Question 1a. Did you attend school at any time this school year? 1 Yes 2 No - skip to end</p>
<p><b>sc092</b> 1b. During that time, were you ever home-schooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school? 1 Yes 2 No - skip to 2b</p>	<p><b>sc092</b> 1b. During that time, were you ever home-schooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school? 1 Yes 2 No -skip to 2b</p>	<p><b>sc092</b> 1b. During that time, were you ever home-schooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school? 1 Yes 2 No - skip to 2b</p>	<p><b>sc092</b> 1b. During that time, were you ever home-schooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school? 1 Yes 2 No - Skip to 2b</p>	<p><b>sc092</b> 1b. During that time, were you ever home-schooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school? 1 Yes 2 No - Skip to 2b</p>	<p><b>sc092</b> 1b. During that time, were you ever home-schooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school? 1 Yes 2 No - <b>Skip to 1d</b></p>
<p><b>sc007</b> 1c. Was ALL or SOME of that home schooling? 1 All - skip to check item B page 8 2 Some</p>	<p><b>sc007</b> 1c. Was <b>all of your schooling this school year home schooling</b>? 1 Yes - skip to check item D page 8 2 No</p>	<p><b>sc007</b> 1c. Was all of your schooling this school year home schooling? 1 Yes - End 2 No</p>	<p><b>sc007</b> 1c. Was all of your schooling this school year home schooling? 1 Yes - skip to end 2 No</p>	<p><b>sc007</b> 1c. Was all of your schooling this school year home schooling? 1 Yes - skip to end 2 No</p>	<p><b>sc007</b> 1c. Was all of your schooling this school year home schooling? 1 Yes - skip to end 2 No</p>
					<p><b>sc?</b> <b>1d. How many different schools have you attended since the start of this school year? [If student said "yes" to 1b, add: Include your homeschooling as one school]</b>  1 One school 2 Two schools 3 Three or more schools</p>
<p><b>sc093</b> 2a. During the time you were home-schooled in the last 6 months, what grade would you have been in if you were in a public or private school? 00 Fifth or under - skip to check item B page 8 01 Sixth 02 Seventh 03 Eighth 04 Ninth 05 Tenth 06 Eleventh 07 Twelfth 08 Other-Specify 09 College/GED/Post/Graduate/Other noneligible - skip to check item 98 Residue</p>	<p><b>sc093</b> 2a. During the time you were home-schooled <b>this school year</b>, what grade would you have been in if you were in a public or private school? 00 Fifth or under - skip to check item D page 8 01 Sixth 02 Seventh 03 Eighth 04 Ninth 05 Tenth 06 Eleventh 07 Twelfth 08 Other-Specify 09 College/GED/Post/Graduate/Other noneligible- skip to check item 98 Residue</p>	<p><b>sc093</b> 2a. During the time you were home-schooled this school year, what grade would you have been in if you were in a public or private school? 00 Fifth or under - END 01 Sixth 02 Seventh 03 Eighth 04 Ninth 05 Tenth 06 Eleventh 07 Twelfth 08 Other-Specify 09 College/GED/Post/Graduate/Other noneligible - END 98 Residue</p>	<p><b>sc093</b> 2a. During the time you were home-schooled this school year, what grade would you have been in if you were in a public or private school? 00 Fifth or under - skip to end 01 Sixth 02 Seventh 03 Eighth 04 Ninth 05 Tenth 06 Eleventh 07 Twelfth 08 Other-Specify 09 College/GED/Post/Graduate/Other noneligible - end 98 Residue</p>	<p><b>sc093</b> 2a. During the time you were home-schooled this school year, what grade would you have been in if you were in a public or private school? 00 Fifth or under - skip to end 01 Sixth 02 Seventh 03 Eighth 04 Ninth 05 Tenth 06 Eleventh 07 Twelfth 08 Other-Specify 09 College/GED/Post/Graduate/Other noneligible - end 98 Residue</p>	<p><b>sc093</b> 2a. During the time you were home-schooled, what grade would you have been in if you were in a public or private school? 00 Fifth or under - skip to end 01 Sixth 02 Seventh 03 Eighth 04 Ninth 05 Tenth 06 Eleventh 07 Twelfth 08 Other - Specify 09 College/GED/Post-graduate/Other noneligible - end 98 Residue</p>

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
<b>sc008</b>	<b>sc008</b>	<b>sc008</b>	<b>sc008</b>	<b>sc008</b>	<b>sc008</b>
2b. During the last 6 months, 00 Fifth or under - skip to check item 01 Sixth 02 Seventh 03 Eighth 04 Ninth 05 Tenth 06 Eleventh 07 Twelfth 08 Other- Specify 09 College/GED/Post- Graduate/Other noneligible - skip to 98 Residue	2b. <b>What grade are you in?</b> 00 Fifth or under - skip to check item 01 Sixth 02 Seventh 03 Eighth 04 Ninth 05 Tenth 06 Eleventh 07 Twelfth 08 Other- Specify 09 College/GED/Post- Graduate/Other noneligible- skip to 98 Residue	2b. What grade are you in? 00 Fifth or under - END 01 Sixth 02 Seventh 03 Eighth 04 Ninth 05 Tenth 06 Eleventh 07 Twelfth 08 Other- Specify 09 College/GED/Post- Graduate/Other noneligible - END 98 Residue	2b. What grade are you in? 00 Fifth or under - skip to end 01 Sixth 02 Seventh 03 Eighth 04 Ninth 05 Tenth 06 Eleventh 07 Twelfth 08 Other- Specify 09 College/GED/Post- Graduate/Other noneligible - END 98 Residue	2b. What grade are you in? 00 Fifth or under - skip to end 01 Sixth 02 Seventh 03 Eighth 04 Ninth 05 Tenth 06 Eleventh 07 Twelfth 08 Other- Specify 09 College/GED/Post- Graduate/Other noneligible - End 98 Residue	2b. What grade are you in? 00 Fifth or under - skip to end 01 Sixth 02 Seventh 03 Eighth 04 Ninth 05 Tenth 06 Eleventh 07 Twelfth 08 Other - Specify 09 College/GED/Post- graduate/Other noneligible - end 98 Residue
INTRO 2- The following questions pertain only to your attendance at a public or private school and not being home-schooled	INTRO 2- The following questions pertain only to your attendance at a public or private school and not to being home-schooled	INTRO 2- The following questions pertain only to your attendance at a public or private school and not to being home-schooled	INTRO 2- The following questions pertain only to your attendance at a public or private school and not to being home-schooled	INTRO 2- The following questions pertain only to your attendance at a public or private school and not to being home-schooled	INTRO 2 - The following questions pertain only to your attendance at a public or private school and not to being home-schooled.
<b>sc009</b>	<b>sc009</b>	<b>sc009</b>	<b>sc009</b>	<b>sc009</b>	<b>sc009</b>
3. In what month did your current school year begin? 1-Aug 2-Sep 3 Other- specify  8 Residue	3. In what month did your current school year begin? 1-Aug 2-Sep 3 Other- specify  8 Residue	3. In what month did your current school year begin? 1-Aug 2-Sep 3 Other- specify <b>98 refused</b> <b>99 don't know</b> 8 Residue	3. In what month did your current school year begin? 1-Aug 2-Sep 3 Other- specify 98 refused 99 don't know 8 Residue	3. In what month did your current school year begin? 1-Aug 2-Sep 3 Other- specify  8 Residue	3. In what month did your current school year begin? 1-Aug 2-Sep 3 Other - Specify  8 Residue

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
F. Environmental Questions					
<b>sc016</b> 7a. Is your school public or private? 1 Public - ask 7b 2 Private - skip to 7c 8 Residue	<b>sc016</b> 7a. Is your school public or private? 1 Public - ask 7b 2 Private - skip to 7c 8 Residue	<b>sc016</b> 7a. Is your school public or private? 1 Public - ask 7b 2 Private - skip to 7c 8 Residue	<b>sc016</b> 7a. Is your school public or private? 1 Public - ask 7b 2 Private - skip to 7c 8 Residue	<b>sc016</b> 7a. Is your school public or private? 1 Public - ask 7b 2 Private - skip to 7c 8 Residue	<b>sc016</b> 5a. Is your school public or private? 1 Public - Ask <b>5b</b> 2 Private - skip to <b>5c</b> 8 Residue
<b>sc017</b> 7b. Is this your regularly assigned school or a school that you and your family 1 Assigned 2 Chosen 3 Assigned school is school of choice 8 Residue	<b>sc017</b> 7b. Is this the regular school <b>that most of the students in your neighborhood attend?</b> 1 Yes 2 No 8 Residue	<b>sc017</b> 7b. Is this the regular school that most of the students in your neighborhood attend? 1 Yes 2 No 8 Residue	<b>sc017</b> 7b. Is this the regular school that most of the students in your neighborhood attend? 1 Yes 2 No 8 Residue	<b>sc017</b> 7b. Is this the regular school that most of the students in your neighborhood attend? 1 Yes 2 No 8 Residue	<b>sc017</b> 5b. Is this the regular school that most of the students in your neighborhood attend? 1 Yes Skip to 6 2 No Skip to 6
<b>sc018</b> 7c. Is your school church-related? 1 Yes 2 No 3 Don't Know 4 Residue	<b>sc018</b> 7c. Is your school church-related? 1 Yes 2 No 3 Don't Know 4 Residue	<b>sc018</b> 7c. Is your school church-related? 1 Yes 2 No 3 Don't Know 4 Residue	<b>sc018</b> 7c. <b>Is your school affiliated with a religion?</b> 1 Yes 2 No 3 Don't Know 4 Residue	<b>sc018</b> 7c. Is your school affiliated with a religion? 1 Yes 2 No 3 Don't Know 4 Residue	<b>sc018</b> 5c. Is your school affiliated with a religion? 1 Yes 2 No 3 Don't Know 4 Residue
<b>sc020 and sc021</b> 8. What grades are taught in your school? (lowest and highest) 00 Pre-K or Kindergarten 01-11 Actual grades taught 12 H.S. Senior 13 Post-Graduate 20 All ungraded 30 All special education 98 Residue	<b>sc020 and sc021</b> 8. What grades are taught in your school? (lowest and highest) 00 Pre-K or Kindergarten 01-11 Actual grades taught 12 H.S. Senior 13 Post-Graduate 20 All ungraded 30 All special education 98 Residue	<b>sc020 and sc021</b> 8. What grades are taught in your school? (lowest and highest) 00 Pre-K or Kindergarten 01-11 Actual grades taught 12 H.S. Senior 13 Post-Graduate 20 All ungraded 30 All special education 98 Residue	<b>sc020 and sc021</b> 8. What grades are taught in your school? (lowest and highest) 00 Pre-K or Kindergarten 01-11 Actual grades taught 12 H.S. Senior 13 Post-Graduate 20 All ungraded 30 All special education 98 Residue	<b>sc020 and sc021</b> 8. What grades are taught in your school? (lowest and highest) 00 Pre-K or Kindergarten 01-11 Actual grades taught 12 H.S. Senior 13 Post-Graduate 20 All ungraded 30 All special education 98 Residue	<b>sc020 and sc021</b> 6. What grades are taught in your school? (lowest and highest) 00 Pre-K or Kindergarten 01-11 Actual grades taught 12 H.S. Senior 13 Post-Graduate 20 All ungraded 30 All special education 98 Residue
<b>sc022</b> 9. How do you get to school most of the time? 1 Walk 2 School Bus 3 Public bus, subway, train 4 Car 5 Bicycle, motorbike, or motorcycle 6 Some other way - Specify 8 Residue	<b>sc022</b> 9. How do you get to school most of the time? 1 Walk 2 School Bus 3 Public bus, subway, train 4 Car 5 Bicycle, motorbike, or motorcycle 6 Some other way - Specify 8 Residue	<b>sc022</b> 9. How (do you/ <b>did you</b> ) get to school most of the time? 1 Walk 2 School Bus 3 Public bus, subway, train 4 Car 5 Bicycle, motorbike, or motorcycle 6 Some other way - Specify 8 Residue	<b>sc022</b> 9. How <b>do you</b> get to school most of the time? 1 Walk 2 School Bus 3 Public bus, subway, train 4 Car 5 Bicycle, motorbike, or motorcycle 6 Some other way - Specify 8 Residue	<b>sc022</b> 9. How do you get to school most of the time? 1 Walk 2 School Bus 3 Public bus, subway, train 4 Car 5 Bicycle, motorbike, or motorcycle 6 Some other way - Specify 8 Residue	<b>sc022</b> 7. How do you get to school most of the time this school year? 1 Walk 2 School bus 3 Public bus, subway, train 4 Car 5 Bicycle, motorbike, or motorcycle 6 Some other way - Specify 8 Residue

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
<b>sc023</b> 10. How long does it take you to get from your home to school most of time?  1 Less than 15 minutes 2 15-29 minutes 3 30-44 minutes 4 45-59 minutes 5 60 minutes or longer 8 Residue	<b>sc023</b> 10. How long does it take you to get from your home to school most of time?  1 Less than 15 minutes 2 15-29 minutes 3 30-44 minutes 4 45-59 minutes 5 60 minutes or longer 8 Residue	<b>sc023</b> 10. How long does it take you to get from your home to school most of time?  1 Less than 15 minutes 2 15-29 minutes 3 30-44 minutes 4 45-59 minutes 5 60 minutes or longer 8 Residue	<b>sc023</b> 10. How long does it take you to get from your home to school most of time?  1 Less than 15 minutes 2 15-29 minutes 3 30-44 minutes 4 45-59 minutes 5 60 minutes or longer 8 Residue	<b>sc023</b> 10. How long does it take you to get from your home to school most of time?  1 Less than 15 minutes 2 15-29 minutes 3 30-44 minutes 4 45-59 minutes 5 60 minutes or longer 8 Residue	
<b>sc024</b> 11. How do you get home from school most of the time?  1 Walk 2 School bus 3 Public bus, subway, train 4 Car 5 Bicycle, motorbike, or motorcycle 6 Some other way - Specify 8 Residue	<b>sc024</b> 11. How do you get home from school most of the time?  1 Walk 2 School bus 3 Public bus, subway, train 4 Car 5 Bicycle, motorbike, or motorcycle 6 Some other way - Specify 8 Residue	<b>sc024</b> 11. How (do you/did you) get home from school most of the time?  1 Walk 2 School bus 3 Public bus, subway, train 4 Car 5 Bicycle, motorbike, or motorcycle 6 Some other way - Specify 8 Residue	<b>sc024</b> 11. How do you get home from school most of the time?  1 Walk 2 School bus 3 Public bus, subway, train 4 Car 5 Bicycle, motorbike, or motorcycle 6 Some other way - Specify 8 Residue	<b>sc024</b> 11. How do you get home from school most of the time?  1 Walk 2 School bus 3 Public bus, subway, train 4 Car 5 Bicycle, motorbike, or motorcycle 6 Some other way - Specify 8 Residue	<b>sc024</b> 8. How do you get home from school most of the time this school year?  1 Walk 2 School bus 3 Public bus, subway, train 4 Car 5 Bicycle, motorbike, or motorcycle 6 Some other way - Specify 8 Residue
<b>sc026</b>  12a. How often do you leave school grounds at lunchtime?  1 Never 2 Once or twice a year 3 Once or twice a month 4 Once or twice a week 5 Almost every day 8 Residue	<b>sc025</b>  Are students <b>in your grade level</b> allowed to leave school grounds to eat lunch?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc025</b>  Are students in your grade level allowed to leave school grounds to eat lunch?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc025</b>  Are students in your grade level allowed to leave school grounds to eat lunch?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc025</b>  Are students in your grade level allowed to leave school grounds to eat lunch?  1 Yes 2 No 3 Don't know 8 Residue	
12b.(question order on form still a-b but ask in b-a order)					
<b>sc025</b> 12b. Are MOST students at your school allowed to leave the school grounds to eat lunch?  1 Yes 2 No 3 Don't Know 8 Residue	<b>sc026</b> 12a. How often do you leave school grounds at lunch time?  1 Never 2 Once or twice a year 3 Once or twice a month 4 Once or twice a week 5 Almost every day 8 Residue	<b>sc026</b> 12a. How often do you leave school grounds at lunch time?  1 Never 2 Once or twice a year 3 Once or twice a month 4 Once or twice a week 5 Almost every day 8 Residue	<b>sc026</b> 12a. How often do you leave school grounds at lunch time?  1 Never 2 Once or twice a year 3 Once or twice a month 4 Once or twice a week 5 Almost every day 8 Residue	<b>sc026</b> 12a. How often do you leave school grounds at lunch time?  1 Never 2 Once or twice a year 3 Once or twice a month 4 Once or twice a week 5 Almost every day 8 Residue	

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
<p>13. During the last 6 months, have you participated in any extra-curricular activities sponsored by your school such as?</p> <p><b>sc120</b></p> <p>a. Athletic teams at school?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p>13. During <b>this school year</b>, have you participated in any of the following <b>activities</b> sponsored by your school?</p> <p><b>sc120</b></p> <p>a. Athletic teams at school?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p>13. During this school year, have you participated in any of the following activities sponsored by your school?</p> <p><b>sc120</b></p> <p>a. Athletic teams at school?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p>13. During this school year, have you participated in any of the following activities sponsored by your school:</p> <p><b>sc120</b></p> <p>a. Athletic teams at school?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p>13. During this school year, have you participated in any of the following activities sponsored by your school:</p> <p><b>sc120</b></p> <p>a. Athletic teams at school?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>9.</b> During this school year, have you participated in any of the following activities sponsored by your school:</p> <p><b>sc120</b></p> <p>a. Athletic teams at school?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>
<p><b>sc121</b></p> <p>b. Spirit groups, for example, Cheerleading or Pep Club?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>sc121</b></p> <p>b. Spirit groups, for example, Cheerleading, <b>Dance Team</b>, or Pep Club?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>sc121</b></p> <p>b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>sc121</b></p> <p>b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>sc121</b></p> <p>b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>sc121</b></p> <p>b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>
<p><b>sc122</b></p> <p>c. Performing arts, for example, Band, Choir, Orchestra, or Drama?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>sc122</b></p> <p>c. Performing arts, for example, Band, Choir, Orchestra, or Drama?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>sc122</b></p> <p>c. Performing arts, for example, Band, Choir, Orchestra, or Drama?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>sc122</b></p> <p>c. Performing arts, for example, Band, Choir, Orchestra, or Drama?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>sc122</b></p> <p>c. Performing arts, for example, Band, Choir, Orchestra, or Drama?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>sc122</b></p> <p>c. Performing arts, for example, Band, Choir, Orchestra, or Drama?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>
<p><b>sc123</b></p> <p>d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>sc123</b></p> <p>d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>sc123</b></p> <p>d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>sc123</b></p> <p>d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>sc123</b></p> <p>d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>sc123</b></p> <p>d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>
<p><b>sc124</b></p> <p>e. School government?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>sc124</b></p> <p>e. <b>Student</b> government?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>sc124</b></p> <p>e. Student government?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>sc124</b></p> <p>e. Student government?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>sc124</b></p> <p>e. Student government?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p><b>sc124</b></p> <p>e. Student government?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
<p><b>sc125</b></p> <p>f. Service clubs, for example, Key Club or other service oriented groups?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc125</b></p> <p>f. <b>IF GRADES 6, 7, or 8: Community service or volunteer clubs, for example, Peer Mediators, Ecology Club or Recycling Club?</b> <b>IF GRADES 9, 10, 11, or 12: community service or volunteer clubs, for example, Peer Mediators, Ecology Club, Key Club, or Interact?</b></p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc125</b></p> <p>f. IF GRADES 6, 7, or 8: Community service or volunteer clubs <b>sponsored by your school</b>, for example, Peer Mediators, Ecology Club or Recycling Club? IF GRADES 9, 10, 11, or 12: Community service or volunteer clubs <b>sponsored by your school</b>, for example, Peer Mediators, Ecology Club, Key Club, or Interact?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc125</b></p> <p>f. IF GRADES 6, 7, or 8: <b>Volunteer or community service clubs sponsored by your school</b>, for example, Peer Mediators, Ecology Club or Recycling Club? IF GRADES 9, 10, 11, or 12: <b>Volunteer or community service clubs sponsored by your school</b>, for example, Peer Mediators, Ecology Club, Key Club, or Interact? <b>Do not include community service hours required for graduation.</b></p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc125</b></p> <p>f. IF GRADES 6, 7, or 8: Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club or Recycling Club? IF GRADES 9, 10, 11, or 12: Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, Key Club, or Interact? Do not include community service hours required for graduation.</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc125</b></p> <p>f. IF GRADES 6, 7, or 8: Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club? IF GRADES 9, 10, 11, or 12: Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, Key Club, or Interact? Do not include community service hours required for graduation.</p> <p>1 Yes 2 No 8 Residue</p>
<p><b>sc126</b></p> <p>g. Other school clubs or school activities?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc126</b></p> <p>g. Other school clubs or school activities?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc126</b></p> <p>g. Other school clubs or school activities?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc126</b></p> <p>g. Other school clubs or school activities?</p> <p>1 Yes - specify 2 No 8 Residue</p>	<p><b>sc126</b></p> <p>g. Other school clubs or school activities?</p> <p>1 Yes - specify 2 No 8 Residue</p>	<p><b>sc126</b></p> <p>g. Other school clubs or school activities?</p> <p>1 Yes - specify 2 No 8 Residue</p>
<p>14a. Does your school take any measures to make sure students are safe?</p> <p>For example does the school have: <b>sc028</b></p> <p>a. Security Guards <b>or</b> assigned police officers?</p> <p>1 Yes 2 No 3 Don't Know 8 Residue</p>	<p>14a. Does your school take any measures to make sure students are safe?</p> <p>For example does the school have: <b>sc028</b></p> <p>a. Security Guards or assigned police officers?</p> <p>1 Yes 2 No 3 Don't Know 8 Residue</p>	<p>14a. Does your school take any measures to make sure students are safe?</p> <p>For example does the school have: <b>sc028</b></p> <p>a. Security Guards or assigned police officers?</p> <p>1 Yes 2 No 3 Don't Know 8 Residue</p>	<p>14a. Does your school take any measures to make sure students are safe?</p> <p>For example does the school have: <b>sc028</b></p> <p>a. Security Guards or assigned police officers?</p> <p>1 Yes 2 No 3 Don't Know 8 Residue</p>	<p>14a. Does your school take any measures to make sure students are safe?</p> <p>For example does the school have: <b>sc028</b></p> <p>a. Security Guards or assigned police officers?</p> <p>1 Yes 2 No 3 Don't Know 8 Residue</p>	<p><b>10. The next questions are about security measures that some schools take.</b></p> <p><b>Does your school have:</b></p> <p><b>sc028</b></p> <p>a. Security guards or assigned police officers?</p> <p>1 Yes 2 No 3 Don't Know 8 Residue</p>
<p><b>sc029</b></p> <p>b. Other school staff or other adults supervision the hallway?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc029</b></p> <p>b. Other school staff or other adults supervision the hallway?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc029</b></p> <p>b. Other school staff or other adults supervision the hallway?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc029</b></p> <p>b. Other school staff or other adults supervision the hallway?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc029</b></p> <p>b. Other school staff or other adults supervision the hallway?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc029</b></p> <p>b. Other adults supervising the hallway, <b>such as teachers, administrators, or parent volunteers?</b></p> <p>1 Yes 2 No 3 Don't Know 8 Residue</p>

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
<b>sc030</b> c. Metal detectors?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc030</b> c. Metal detectors?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc030</b> c. Metal detectors?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc030</b> c. Metal detectors, <b>including wands?</b>  1 Yes 2 No 3 Don't know 8 Residue	<b>sc030</b> c. Metal detectors, including wands?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc030</b> c. Metal detectors, including wands?  1 Yes 2 No 3 Don't Know 8 Residue
<b>sc031</b> d. Locked entrance or exit doors during the day?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc031</b> d. Locked entrance or exit doors during the day?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc031</b> d. Locked entrance or exit doors during the day?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc031</b> d. Locked entrance or exit doors during the day?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc031</b> d. Locked entrance or exit doors during the day?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc031</b> d. Locked entrance or exit doors during the day?  1 Yes 2 No 3 Don't Know 8 Residue
<b>sc032</b> e. A requirement that visitors sign in?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc032</b> e. A requirement that visitors sign in?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc032</b> e. A requirement that visitors sign in?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc032</b> e. A requirement that visitors sign in?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc032</b> e. A requirement that visitors sign in?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc032</b> e. A requirement that visitors sign in <b>and wear visitor badges or stickers?</b>  1 Yes 2 No 3 Don't Know 8 Residue
<b>sc033</b> f. Locker checks?  1 Yes 2 No 3 Don't know  8 Residue	<b>sc033</b> f. Locker checks?  1 Yes 2 No 3 Don't know  8 Residue	<b>sc033</b> f. Locker checks?  1 Yes 2 No 3 Don't know  8 Residue	<b>sc033</b> f. Locker checks?  1 Yes 2 No 3 Don't know <b>4 School does not have lockers</b>  8 Residue	<b>sc033</b> f. Locker checks?  1 Yes 2 No 3 Don't know 4 School does not have lockers  8 Residue	<b>sc033</b> f. Locker checks?  1 Yes 2 No 3 Don't Know 4 School does not have lockers  8 Residue
<b>sc094</b> g. A requirement that students wear badges or picture identification?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc094</b> g. A requirement that students wear badges or picture identification?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc094</b> g. A requirement that students wear badges or picture identification?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc094</b> g. A requirement that students wear badges or picture identification?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc094</b> g. A requirement that students wear badges or picture identification?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc094</b> g. A requirement that students wear badges or picture identification?  1 Yes 2 No 3 Don't Know 8 Residue
<b>sc095</b> h. One or more security cameras to monitor the school?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc095</b> h. One or more security cameras to monitor the school?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc095</b> h. One or more security cameras to monitor the school?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc095</b> h. One or more security cameras to monitor the school?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc095</b> h. One or more security cameras to monitor the school?  1 Yes 2 No 3 Don't know 8 Residue	<b>sc095</b> h. One or more security cameras to monitor the school?  1 Yes 2 No 3 Don't Know 8 Residue

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
<p><b>sc096</b></p> <p>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc096</b></p> <p>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc096</b></p> <p>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc096</b></p> <p>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc096</b></p> <p>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc096</b></p> <p>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</p> <p>1 Yes 2 No 3 Don't Know 8 Residue</p>
		<p><b>sc167</b></p> <p><b>14b. If you hear about a threat to school or student safety, do you have a way to report it to someone in authority without giving your name?</b></p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc167</b></p> <p>14b. If you hear about a threat to school or student safety, do you have a way to report it to someone in authority without giving your name?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc167</b></p> <p>14b. If you hear about a threat to school or student safety, do you have a way to report it to someone in authority without giving your name?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc167</b></p> <p><b>11. If you hear about a threat to school or student safety, do you have a way to report it without <b>having to give</b> your name?</b></p> <p>1 Yes 2 No 3 Don't Know 8 Residue</p>
	<p><b>sc156</b></p> <p><b>15a In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?</b></p> <p>1 Never 2 Almost never 3 Sometimes 4 Most of the time</p>	<p><b>sc156</b></p> <p>15a In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?</p> <p>1 Never 2 Almost never 3 Sometimes 4 Most of the time</p>	<p><b>sc156</b></p> <p>15a In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?</p> <p>1 Never 2 Almost never 3 Sometimes 4 Most of the time</p>	<p><b>sc156</b></p> <p>15a In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?</p> <p>1 Never 2 Almost never 3 Sometimes 4 Most of the time</p>	<p><b>sc156</b></p> <p><b>12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?</b></p> <p>1 Never 2 Almost never 3 Sometimes 4 Most of the time</p>
	<p><b>sc157</b></p> <p>15b. How often do teachers punish students during your classes?</p> <p>1 Never 2 Almost never 3 Sometimes 4 Most of the time</p>	<p><b>sc157</b></p> <p>15b. <b>In general</b>, how often do teachers punish students during your classes?</p> <p>1 Never 2 Almost never 3 Sometimes 4 Most of the time</p>	<p><b>sc157</b></p> <p>15b. In general, how often do teachers punish students during your classes?</p> <p>1 Never 2 Almost never 3 Sometimes 4 Most of the time</p>	<p><b>sc157</b></p> <p>15b. In general, how often do teachers punish students during your classes?</p> <p>1 Never 2 Almost never 3 Sometimes 4 Most of the time</p>	

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
<p>15a. I am going to read a list of statements that could describe a school. Thinking about your school over the last 6 months, would you strongly agree, agree, disagree, or strongly disagree with the following..</p> <p><b>sc034</b></p> <p>a. Everyone knows what the school rules are</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p>16a. I am going to read a list of statements that could describe a school. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following..</p> <p><b>sc034</b></p> <p>a. Everyone knows what the school rules are</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p>16a. I am going to read a list of statements that could describe a school. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following..</p> <p><b>sc034</b></p> <p>a. Everyone knows what the school rules are</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p>16a. I am going to read a list of statements that could describe a school. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following..</p> <p><b>sc034</b></p> <p>a. Everyone knows what the school rules are</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p>16a. I am going to read a list of statements that could describe a school. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following..</p> <p><b>sc034</b></p> <p>a. Everyone knows what the school rules are</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p>13. Thinking about your school, would you strong agree, agree, disagree, or strongly disagree with the following...</p>
<p><b>sc035</b></p> <p>b.The school rules are fair..</p> <p>1 Strongly Agree</p> <p>2. Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p><b>sc035</b></p> <p>b.The school rules are fair..</p> <p>1 Strongly Agree</p> <p>2. Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p><b>sc035</b></p> <p>b.The school rules are fair..</p> <p>1 Strongly Agree</p> <p>2. Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p><b>sc035</b></p> <p>b.The school rules are fair..</p> <p>1 Strongly Agree</p> <p>2. Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p><b>sc035</b></p> <p>b.The school rules are fair..</p> <p>1 Strongly Agree</p> <p>2. Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p><b>sc035</b></p> <p>a. The school rules are fair.</p> <p>1 Strongly agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly disagree</p> <p>8 Residue</p>
<p><b>sc036</b></p> <p>c. The punishment for breaking school rules is the same no matter who you are..</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p><b>sc036</b></p> <p>c. The punishment for breaking school rules is the same no matter who you are..</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p><b>sc036</b></p> <p>c. The punishment for breaking school rules is the same no matter who you are..</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p><b>sc036</b></p> <p>c. The punishment for breaking school rules is the same no matter who you are..</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p><b>sc036</b></p> <p>c. The punishment for breaking school rules is the same no matter who you are..</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p><b>sc036</b></p> <p>b. The punishment for breaking school rules is the same no matter who you are.</p> <p>1 Strongly agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly disagree</p> <p>8 Residue</p>
<p><b>sc037</b></p> <p>d. The school rules are strictly enforced..</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p><b>sc037</b></p> <p>d. The school rules are strictly enforced..</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p><b>sc037</b></p> <p>d. The school rules are strictly enforced..</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p><b>sc037</b></p> <p>d. The school rules are strictly enforced..</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p><b>sc037</b></p> <p>d. The school rules are strictly enforced..</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p><b>sc037</b></p> <p>c. The school rules are strictly enforced.</p> <p>1 Strongly agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly disagree</p> <p>8 Residue</p>

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
<p><b>sc038</b></p> <p>e. If a school rule is broken, students know what kind of punishment will follow..</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc038</b></p> <p>e. If a school rule is broken, students know what kind of punishment will follow..</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc038</b></p> <p>e. If a school rule is broken, students know what kind of punishment will follow..</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc038</b></p> <p>e. If a school rule is broken, students know what kind of punishment will follow..</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc038</b></p> <p>e. If a school rule is broken, students know what kind of punishment will follow..</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc038</b></p> <p>d. If a school rule is broken, students know what kind of punishment will follow.</p> <p>1 Strongly agree 2 Agree 3 Disagree 4 Strongly disagree 8 Residue</p>
					<p><b>sc127 (moved here)</b></p> <p>e. Teachers treat students with respect.</p> <p>1 Strongly agree 2 Agree 3 Disagree 4 Strongly disagree 8 Residue</p>
<p><b>sc127</b></p> <p>15b. Thinking about the TEACHERS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following</p> <p>a. Teachers treat students with respect</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc127</b></p> <p>16b. Thinking about the TEACHERS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following</p> <p>a. Teachers treat students with respect</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc127</b></p> <p>16b. Thinking about the TEACHERS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following</p> <p>a. Teachers treat students with respect</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc127</b></p> <p>16b. Thinking about the TEACHERS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following</p> <p>a. Teachers treat students with respect</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc127</b></p> <p>16b. Thinking about the TEACHERS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following</p> <p>a. Teachers treat students with respect</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p>(moved to preceding intro)</p>
<p><b>sc128</b></p> <p>b. Teachers care about students</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc128</b></p> <p>b. Teachers care about students</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc128</b></p> <p>b. Teachers care about students</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc128</b></p> <p>b. Teachers care about students</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc128</b></p> <p>b. Teachers care about students</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	
<p><b>sc129</b></p> <p>c. Teachers do or say things that make students feel bad about themselves</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc129</b></p> <p>c. Teachers do or say things that make students feel bad about themselves</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc129</b></p> <p>c. Teachers do or say things that make students feel bad about themselves</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc129</b></p> <p>c. Teachers do or say things that make students feel bad about themselves</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc129</b></p> <p>c. Teachers do or say things that make students feel bad about themselves</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
<p>16a. Thinking about all of the ADULTS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following</p> <p><b>sc130</b></p> <p>a. At school there is an ADULT I can talk to, who cares about my feelings and what happens to me</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p>16c. Thinking about all of the ADULTS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following</p> <p><b>sc130</b></p> <p>a. At school there is an ADULT I can talk to, who cares about my feelings and what happens to me</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p>16c. Thinking about all of the ADULTS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following</p> <p><b>sc130</b></p> <p>a. At school there is an ADULT I can talk to, who cares about my feelings and what happens to me</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>			
			<p><b>16c. Thinking about all of the ADULTS at your school, including teachers, would you strongly agree, agree, disagree, or strongly disagree with the following</b></p> <p>There is an ADULT at school who</p> <p><b>sc173</b></p> <p><b>a. Really cares about you</b></p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p>16c. Thinking about all of the ADULTS at your school, including teachers, would you strongly agree, agree, disagree, or strongly disagree with the following</p> <p>There is an ADULT at school who</p> <p><b>sc173</b></p> <p>a. Really cares about you</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p><b>Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</b></p> <p><b>There is a TEACHER or other ADULT at school who...</b></p> <p><b>sc173</b></p> <p>a. Really cares about you.</p> <p>1 Strongly agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly disagree</p> <p>8 Residue</p>
			<p><b>sc174</b></p> <p><b>b. Notices when you are not there</b></p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p><b>sc174</b></p> <p>b. Notices when you are not there</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	
			<p><b>sc175</b></p> <p><b>c. Listens to you when you have something to say.</b></p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p><b>sc175</b></p> <p>c. Listens to you when you have something to say.</p> <p>1 Strongly Agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly Disagree</p> <p>8 Residue</p>	<p><b>sc175</b></p> <p><b>b. Listens to you when you have something to say.</b></p> <p>1 Strongly agree</p> <p>2 Agree</p> <p>3 Disagree</p> <p>4 Strongly disagree</p> <p>8 Residue</p>

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
			<b>sc176</b> d. Tells you when you do a good job. 1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue	<b>sc176</b> d. Tells you when you do a good job. 1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue	<b>sc176</b> c. Tells you when you do a good job. 1 Strongly agree 2 Agree 3 Disagree 4 Strongly disagree 8 Residue
			<b>sc177</b> e. Always wants you to do your best. 1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue	<b>sc177</b> e. Always wants you to do your best. 1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue	
			<b>sc178</b> f. Believes that you will be a success. 1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue	<b>sc178</b> f. Believes that you will be a success. 1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue	
<b>sc131</b> 16a.b. At school, there is an ADULT who helps me with practical problems, who gives good suggestions and advice about my problems  1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue	<b>sc131</b> 16c.b. At school, there is an ADULT who helps me with practical problems, who gives good suggestions and advice about my problems  1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue				

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
16b.Thinking about FRIENDS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following	16d.Thinking about FRIENDS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following	16d.Thinking about FRIENDS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following	16d.Thinking about FRIENDS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following	16d.Thinking about FRIENDS at your school, would you strongly agree, agree, disagree, or strongly disagree with the following	
sc132 a. At school, I have a FRIEND I can talk to, who cares about my feelings and what happens to me 1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue	sc132 a. At school, I have a FRIEND I can talk to, who cares about my feelings and what happens to me 1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue	sc132 a. At school, I have a FRIEND I can talk to, who cares about my feelings and what happens to me 1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue	sc132 a. At school, <b>you</b> have a FRIEND I can talk to, who cares about <b>your</b> feelings and what happens to <b>you</b> 1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue	sc132 a. At school, you have a FRIEND I can talk to, who cares about your feelings and what happens to you 1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue	
sc133 b. At school, I have a FRIEND who helps me with practical problems, who gives good suggestions and advice about my problems 1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue	sc133 b. At school, I have a FRIEND who helps me with practical problems, who gives good suggestions and advice about my problems 1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue				
					sc? <b>15. There is a STUDENT at school who...</b> <b>a. Really cares about you.</b> 1 Strongly agree 2 Agree 3 Disagree 4 Strongly disagree 8 Residue
					sc? <b>b. Listens to you when you have something to say.</b> 1 Strongly agree 2 Agree 3 Disagree 4 Strongly disagree 8 Residue
					sc? <b>c. Believes that you will be a success.</b> 1 Strongly agree 2 Agree 3 Disagree 4 Strongly disagree 8 Residue
			sc179 <b>16e. Thinking about the neighborhood where you live, would you strongly agree, agree, disagree, or strongly disagree with the following</b>  <b>a. There is not a lot of crime in the neighborhood where you live.</b> 1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree	sc179 16e.Thinking about the neighborhood where you live, would you strongly agree, agree, disagree, or strongly disagree with the following  a. There is not a lot of crime in the neighborhood where you live. 1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree	sc179 16. Thinking about the neighborhood where you live, would you strongly agree, agree, disagree, or strongly disagree with the following...  There <b>is a lot of crime</b> in the neighborhood where you live. 1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
			<p><b>sc180</b></p> <p>b. You feel safe in the neighborhood where you live.</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc180</b></p> <p>b. You feel safe in the neighborhood where you live.</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	
			<p><b>sc181</b></p> <p>16f. Thinking about the neighborhood where your school is located, would you strongly agree, agree, disagree, or strongly disagree with the following</p> <p>a. There is not a lot of crime in the neighborhood where you go to school.</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc181</b></p> <p>16f. Thinking about the neighborhood where your school is located, would you strongly agree, agree, disagree, or strongly disagree with the following</p> <p>a. There is not a lot of crime in the neighborhood where you go to school.</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc181</b></p> <p>17. Thinking about the neighborhood where your school is located, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a lot of crime in the neighborhood where you go to school.</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>
			<p><b>sc182</b></p> <p>16f.b. You feel safe in the neighborhood where you go to school.</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	<p><b>sc182</b></p> <p>16f.b. You feel safe in the neighborhood where you go to school.</p> <p>1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>	
					<p><b>sc?</b></p> <p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>You feel safe at your school.</p> <p>1 Strongly agree 2 Agree 3 Disagree 4 Strongly Disagree 8 Residue</p>
<p>INTRO 3 – Now I have some questions about things that happened at school. For this survey, “at school” includes the school building, on school property, on a school bus, or going to and from school. I want to remind you that all of your answers are confidential.</p>	<p>INTRO 3 – Now I have some questions about things that happened at school. For this survey, “at school” includes the school building, on school property, on a school bus, or going to and from school. <b>Your answers will not be given to anyone.</b></p>	<p>INTRO 3 – Now I have some questions about things that happened at school. For this survey, “at school” includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.</p>	<p>INTRO 3 – Now I have some questions about things that happened at school. For this survey, “at school” includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.</p>	<p>INTRO 3 – Now I have some questions about things that happened at school. For this survey, “at school” includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.</p>	<p>INTRO 3 - Now I have some questions about things that happen at school. For this survey, “at school” includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.</p>

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
<p>17a. The following question refers to the availability of drugs and alcohol at your school. Tell me if you don't know what any of these items are.</p> <p>Is it possible to get _____ at your school?</p> <p><b>sc040</b></p> <p>a. Alcoholic beverages..</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p>17a. The following question refers to the availability of drugs and alcohol at your school. Tell me if you don't know what any of these items are.</p> <p>Is it possible to get _____ at your school?</p> <p><b>sc040</b></p> <p>a. Alcoholic beverages..</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p>17a. The following question refers to the availability of drugs and alcohol at your school. Tell me if you don't know what any of these items are.</p> <p>Is it possible to get _____ at your school?</p> <p><b>sc040</b></p> <p>a. Alcoholic beverages..</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p>17a. The following question refers to the availability of drugs and alcohol at your school. Tell me if you don't know what any of these items are.</p> <p>Is it possible to get _____ at your school?</p> <p><b>sc040</b></p> <p>a. Alcoholic beverages..</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p>17a. The following question refers to the availability of drugs and alcohol at your school. Tell me if you don't know what any of these items are.</p> <p>Is it possible to get _____ at your school?</p> <p><b>sc040</b></p> <p>a. Alcoholic beverages..</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>19.</b> The following question refers to the availability of drugs and alcohol at your school.</p> <p>Is it possible <b>for students at your school</b> to get _____?</p> <p><b>sc040</b></p> <p>a. Alcoholic beverages</p> <p>1 Yes</p> <p>2 No</p>
<p><b>sc041</b></p> <p>b. Marijuana...</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc041</b></p> <p>b. Marijuana...</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc041</b></p> <p>b. Marijuana...</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc041</b></p> <p>b. Marijuana...</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc041</b></p> <p>b. Marijuana...</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc041</b></p> <p>b. Marijuana</p> <p>1 Yes</p> <p>2 No</p>
<p><b>sc042</b></p> <p>c. Crack...</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc042</b></p> <p>c. Crack...</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc042</b></p> <p>c. Crack...</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc042</b></p> <p>c. Crack...</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc042</b></p> <p>c. Crack...</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	
<p><b>sc043</b></p> <p>d. Other forms of cocaine..</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc043</b></p> <p>d. Other forms of cocaine..</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc043</b></p> <p>d. Other forms of cocaine..</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc043</b></p> <p>d. Other forms of cocaine..</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc043</b></p> <p>d. Other forms of cocaine..</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	
<p><b>sc097</b></p> <p>e. Uppers such as ecstasy, crystal meth or other illegal stimulants..</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc097</b></p> <p>e. Uppers such as ecstasy, crystal meth or other illegal stimulants..</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc097</b></p> <p>e. Uppers such as ecstasy, crystal meth or other illegal stimulants..</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc097</b></p> <p>e. Uppers such as ecstasy, crystal meth or other illegal stimulants..</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc097</b></p> <p>e. Uppers such as ecstasy, crystal meth or other illegal stimulants..</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	
<p><b>sc098</b></p> <p>f. Downers such as GHB or sleeping pills..</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc098</b></p> <p>f. Downers such as GHB or sleeping pills..</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc098</b></p> <p>f. Downers such as GHB or sleeping pills..</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc098</b></p> <p>f. Downers such as GHB or sleeping pills..</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	<p><b>sc098</b></p> <p>f. Downers such as GHB or sleeping pills..</p> <p>1 Yes</p> <p>2 No</p> <p>3 Don't know</p> <p>4 Don't know drug</p> <p>8 Residue</p>	

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
<b>sc045</b> g. LSD or acid.. 1 Yes 2 No 3 Don't know 4 Don't know drug 8 Residue	<b>sc045</b> g. LSD or acid.. 1 Yes 2 No 3 Don't know 4 Don't know drug 8 Residue	<b>sc045</b> g. LSD or acid.. 1 Yes 2 No 3 Don't know 4 Don't know drug 8 Residue	<b>sc045</b> g. LSD or acid.. 1 Yes 2 No 3 Don't know 4 Don't know drug 8 Residue	<b>sc045</b> g. LSD or acid.. 1 Yes 2 No 3 Don't know 4 Don't know drug 8 Residue	
<b>sc046</b> h. PCP or angel dust... 1 Yes 2 No 3 Don't know 4 Don't know drug 8 Residue	<b>sc046</b> h. PCP or angel dust... 1 Yes 2 No 3 Don't know 4 Don't know drug 8 Residue	<b>sc046</b> h. PCP or angel dust... 1 Yes 2 No 3 Don't know 4 Don't know drug 8 Residue	<b>sc046</b> h. PCP or angel dust... 1 Yes 2 No 3 Don't know 4 Don't know drug 8 Residue	<b>sc046</b> h. PCP or angel dust... 1 Yes 2 No 3 Don't know 4 Don't know drug 8 Residue	
17a. i. Heroin or smack.. 1 Yes 2 No 3 Don't know 4 Don't know drug 8 Residue	17a. i. Heroin or smack.. 1 Yes 2 No 3 Don't know 4 Don't know drug 8 Residue	17a. i. Heroin or smack.. 1 Yes 2 No 3 Don't know 4 Don't know drug 8 Residue	17a. i. Heroin or smack.. 1 Yes 2 No 3 Don't know 4 Don't know drug 8 Residue	17a. i. Heroin or smack.. 1 Yes 2 No 3 Don't know 4 Don't know drug 8 Residue	
	<b>sc159</b> j. Prescription drugs illegally obtained without a prescription, such as Ritalin or Oxycontin? 1 Yes 2 No 3 Don't know 4 Don't know drug 8 Residue	<b>sc159</b> j. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Vicodin, or Xanax? 1 Yes 2 No 3 Don't know 4 Don't know drug 8 Residue	<b>sc159</b> j. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Vicodin, or Xanax 1 Yes 2 No 3 Don't know 4 Don't know drug 8 Residue	<b>sc159</b> j. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Vicodin, or Xanax 1 Yes 2 No 3 Don't know 4 Don't know drug 8 Residue	<b>sc159</b> c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin or Adderall? 1 Yes 2 No
<b>sc048</b> j. Other illegal drugs.. 1 Yes 2 No 3 Don't know 4 Don't know drug 8 Residue	<b>sc048</b> k. Other illegal drugs.. 1 Yes - specify 2 No 3 Don't know 4 Don't know drug 8 Residue	<b>sc048</b> k. Other illegal drugs.. 1 Yes - specify 2 No 3 Don't know 4 Don't know drug 8 Residue	<b>sc048</b> k. Other illegal drugs.. 1 Yes - specify 2 No 3 Don't know 4 Don't know drug 8 Residue	<b>sc048</b> k. Other illegal drugs.. 1 Yes - specify 2 No 3 Don't know 4 Don't know drug 8 Residue	<b>sc?</b> d. Other illegal drugs, such as cocaine, uppers, or heroin. 1 Yes 2 No

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
<b>sc101</b> 17b. During the last 6 months, did you know for sure that any students were on drugs or alcohol while they were at school?  1 Yes 2 No 8 Residue	<b>sc101</b> 17b. During <b>this school year</b> , did you know for sure that any students were on drugs or alcohol while they were at school?  1 Yes 2 No 8 Residue	<b>sc101</b> 17b. During this school year, did you know for sure that any students were on drugs or alcohol while they were at school?  1 Yes 2 No 8 Residue	<b>sc101</b> 17b. During this school year, did you know for sure that any students were on drugs or alcohol while they were at school?  1 Yes 2 No 8 Residue	<b>sc101</b> 17b. During this school year, did you know for sure that any students were on drugs or alcohol while they were at school?  1 Yes 2 No 8 Residue	<b>sc?</b> 20. During <b>this school year</b> , did you see another student who was under the influence of illegal drugs or alcohol while they were at school?  1 Yes 2 No
<b>sc102</b> 17c. During the last 6 months, did anyone offer, or try to sell or give you an illegal drug other than alcohol or tobacco at your school?  1 Yes 2 No 8 Residue	<b>sc102</b> 17c. During <b>this school year</b> , did anyone offer, or try to sell or give you an illegal drug other than alcohol or tobacco at your school?  1 Yes 2 No 8 Residue	<b>sc102</b> 17c. During this school year, did anyone offer, or try to sell or give you an illegal drug other than alcohol or tobacco at your school?  1 Yes 2 No 8 Residue	<b>sc102</b> 17c. During this school year, did anyone offer, or try to sell or give you an illegal drug other than alcohol or tobacco at your school?  1 Yes 2 No 8 Residue	<b>sc102</b> 17c. During this school year, did anyone offer, or try to sell or give you an illegal drug other than alcohol or tobacco at your school?  1 Yes 2 No 8 Residue	
<b>G. Fighting, Bullying and Hate Behaviors</b>					
<b>sc103</b> 18a. During the last 6 months, have you been in one or more physical fights at school?  1 Yes 2 No 8 Residue	<b>sc103</b> 18a. During <b>this school year</b> , have you been in one or more physical fights at school?  1 Yes 2 No 8 Residue	<b>sc103</b> 18a. During this school year, have you been in one or more physical fights at school?  1 Yes 2 No 8 Residue	<b>sc103</b> 18a. During this school year, have you been in one or more physical fights at school?  1 Yes 2 No 8 Residue	<b>sc103</b> 18a. During this school year, have you been in one or more physical fights at school?  1 Yes 2 No 8 Residue	<b>sc103</b> 21a. During this school year, have you been in one or more physical fights at school?  1 Yes 2 No - skip to 22 8 Residue
<b>sc104</b> 18b. During the last 6 months, how many times have been in a physical fight at school?  001-996 Number of times	<b>sc104</b> 18b. During <b>this school year</b> , how many times have been in a physical fight at school?  001-996 Number of times	<b>sc104</b> 18b. During this school year, how many times have been in a physical fight at school?  001-996 Number of times	<b>sc104</b> 18b. During this school year, how many times have been in a physical fight at school?  001-996 Number of times	<b>sc104</b> 18b. During this school year, how many times have been in a physical fight at school?  001-996 Number of times	<b>sc104</b> 21b. During this school year, how many times have you been in a physical fight at school?  001-996 Number of times
					<b>FOR 2015 ONLY - SPLIT HALF ADMINISTRATION OF QUESTIONS 22-23</b>
19a. Now I have some questions about what students do at school that makes you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During the last 6 months, has any other student bullied you?  That is, has another student	19a. Now I have some questions about what students do at school that makes you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During <b>this school year</b> , has <b>any student bullied</b> you?  That is, has another student	19a. Now I have some questions about what students do at school that makes you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?  That is, has another student	19a. Now I have some questions about what students do at school that makes you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?  That is, has another student	19a. Now I have some questions about what students do at school that makes you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?  That is, has another student	22 (v1). Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. We refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?  That is, has another student

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
<b>sc134</b> a. Made fun of you, called you names, or insulted you?  1 Yes 2 No 8 Residue	<b>sc134</b> 19a.a. Made fun of you, called you names, or insulted you?  1 Yes 2 No 8 Residue	<b>sc134</b> 19a.a. Made fun of you, called you names, or insulted you?  1 Yes 2 No 8 Residue	<b>sc134</b> 19a.a. Made fun of you, called you names, or insulted you, <b>in a hurtful way?</b>  1 Yes 2 No 8 Residue	<b>sc134</b> 19a.a. Made fun of you, called you names, or insulted you, in a hurtful way?  1 Yes 2 No 8 Residue	<b>sc134</b> a. Made fun of you, called you name, or insulted you, in a hurtful way?  1 Yes 2 No 8 Residue
<b>sc135</b> b. Spread rumors about you?  1 Yes 2 No 8 Residue	<b>sc135</b> 19a.b. Spread rumors about you?  1 Yes 2 No 8 Residue	<b>sc135</b> 19a.b. Spread rumors about you?  1 Yes 2 No 8 Residue	<b>sc135</b> 19a.b. Spread rumors about you <b>or tried to make others dislike you?</b>  1 Yes 2 No 8 Residue	<b>sc135</b> 19a.b. Spread rumors about you or tried to make others dislike you?  1 Yes 2 No 8 Residue	<b>sc135</b> b. Spread rumors about you or tried to make others dislike you?  1 Yes 2 No 8 Residue
<b>sc136</b> c. Threatened you with harm?  1 Yes 2 No 8 Residue	<b>sc136</b> 19a.c. Threatened you with harm?  1 Yes 2 No 8 Residue	<b>sc136</b> 19a.c. Threatened you with harm?  1 Yes 2 No 8 Residue	<b>sc136</b> 19a.c. Threatened you with harm?  1 Yes 2 No 8 Residue	<b>sc136</b> 19a.c. Threatened you with harm?  1 Yes 2 No 8 Residue	<b>sc136</b> c. Threatened you with harm?  1 Yes 2 No 8 Residue
<b>sc137</b> d. Pushed you, shoved you, tripped you, or spit on you?  1 Yes 2 No 8 Residue	<b>sc137</b> 19a.d. Pushed you, shoved you, tripped you, or spit on you?  1 Yes 2 No 8 Residue	<b>sc137</b> 19a.d. Pushed you, shoved you, tripped you, or spit on you?  1 Yes 2 No 8 Residue	<b>sc137</b> 19a.d. Pushed you, shoved you, tripped you, or spit on you?  1 Yes 2 No 8 Residue	<b>sc137</b> 19a.d. Pushed you, shoved you, tripped you, or spit on you?  1 Yes 2 No 8 Residue	<b>sc137</b> d. Pushed you, shoved you, tripped you, or spit on you?  1 Yes 2 No 8 Residue
<b>sc138</b> e. Tried to make you do things you did not want to do, for example, give them money or other things?  1 Yes 2 No 8 Residue	<b>sc138</b> 19a.e. Tried to make you do things you did not want to do, for example, give them money or other things?  1 Yes 2 No 8 Residue	<b>sc138</b> 19a.e. Tried to make you do things you did not want to do, for example, give them money or other things?  1 Yes 2 No 8 Residue	<b>sc138</b> 19a.e. Tried to make you do things you did not want to do, for example, give them money or other things?  1 Yes 2 No 8 Residue	<b>sc138</b> 19a.e. Tried to make you do things you did not want to do, for example, give them money or other things?  1 Yes 2 No 8 Residue	<b>sc138</b> e. Tried to make you do things you did not want to do, for example, give them money or other things?  1 Yes 2 No 8 Residue
<b>sc139</b> f. Excluded you from activities on purpose?  1 Yes 2 No 8 Residue	<b>sc139</b> 19a.f. Excluded you from activities on purpose?  1 Yes 2 No 8 Residue	<b>sc139</b> 19a.f. Excluded you from activities on purpose?  1 Yes 2 No 8 Residue	<b>sc139</b> 19a.f. Excluded you from activities on purpose?  1 Yes 2 No 8 Residue	<b>sc139</b> 19a.f. Excluded you from activities on purpose?  1 Yes 2 No 8 Residue	<b>sc139</b> f. Excluded you from activities on purpose?  1 Yes 2 No 8 Residue
<b>sc140</b> g. Destroyed your property on purpose?  1 Yes 2 No 8 Residue	<b>sc140</b> 19a.g. Destroyed your property on purpose?  1 Yes 2 No 8 Residue	<b>sc140</b> 19a.g. Destroyed your property on purpose?  1 Yes 2 No 8 Residue	<b>sc140</b> 19a.g. Destroyed your property on purpose?  1 Yes 2 No 8 Residue	<b>sc140</b> 19a.g. Destroyed your property on purpose?  1 Yes 2 No 8 Residue	<b>sc140</b> g. Destroyed your property on purpose?  1 Yes 2 No 8 Residue

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
					<p>sc?</p> <p>23a (v1). When you were bullied this year, did it happen over and over, or were you afraid it would happen over and over?</p> <p>1 Yes 2 No</p>
					<p>sc?</p> <p>23b (v1). When you were bullied this school year, were you ever bullied by someone who had more power or strength than you? This could be because the person was bigger than you, was more popular, had more money, or had more power than you in another way?</p> <p>1 Yes 2 No</p>
					<p>22 (v2). Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.</p>

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
					sc? By this definition, have you been bullied at school, by another student, this school year? 1 Yes 2 No - skip to 30
					sc? 22a (v2). Was any of the bullying verbal - that is, did it involve making fun of you, calling you names, or spreading rumors about you? 1 Yes 2 No
					sc? 22b (v2). Was any of the bullying physical - that is, did it involve hitting, shoving, tripping, or physically hurting you in some way, or the threat of hurting you in some way? 1 Yes 2 No
					sc? 22c (v2). Was any of the bullying social - that is, did it involve ignoring you or excluding you from activities on purpose in order to hurt you? 1 Yes 2 No

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
<p>sc142</p> <p>19b. During the last 6 months, how often did (this/these things) happen to you?</p> <p>1 Once or twice this school year 2 Once or twice a month 3 Once or twice a week, or 4 Almost every day 5 Don't know 8 Residue</p>	<p>sc142</p> <p>19b. During <b>this school year</b>, how often did (this/these things) happen to you?</p> <p>1 Once or twice this school year 2 Once or twice a month 3 Once or twice a week, or 4 Almost every day 5 Don't know 8 Residue</p>	<p>sc142</p> <p>19b. <b>You just indicated that someone had bullied you during this school year. Thinking about all of the ways in which you were bullied, how often did all of those things happen?</b></p> <p>1 Once or twice this school year 2 Once or twice a month 3 Once or twice a week, or 4 Almost every day 5 Don't know 8 Residue</p>	<p>sc142</p> <p>19b. You just indicated that someone had bullied you during this school year. Thinking about all of the ways in which you were bullied, how often did all of those things happen?</p> <p>1 Once or twice this school year 2 Once or twice a month 3 Once or twice a week, or 4 Almost every day 5 Don't know 8 Residue</p>	<p>sc142</p> <p>19b. You just indicated that someone had bullied you during this school year. Thinking about all of the ways in which you were bullied, how often did all of those things happen?</p> <p>1 Once or twice this school year 2 Once or twice a month 3 Once or twice a week, or 4 Almost every day 5 Don't know 8 Residue</p>	<p>sc142</p> <p><b>24. During this school year, how often were you bullied?</b></p> <p>1 Once or twice this school year 2 Once or twice a month 3 Once or twice a week, or 4 Almost every day 8 Residue</p>
<p>19c. Did (this/these events) occur</p> <p>sc143</p> <p>1 In the school building (for example in a classroom, hallway, or gymnasium?)</p> <p>sc144</p> <p>2 Outside on school grounds?</p> <p>sc145</p> <p>3 On a school bus?</p> <p>sc146</p> <p>4 Somewhere else?</p>	<p>19c. Did (this/these events) occur</p> <p>sc143</p> <p>1 In the school building (for example in a classroom, hallway, or gymnasium?)</p> <p>sc144</p> <p>2 Outside on school grounds?</p> <p>sc145</p> <p>3 On a school bus?</p> <p>sc146</p> <p>4 Somewhere else?</p>	<p>19c. <b>Still thinking about all of the times you were bullied, where did the bullying occur? Did it occur...</b></p> <p>sc143</p> <p>1 <b>In a classroom</b> at school?</p> <p>sc168</p> <p>2 <b>In a hallway or stairwell at school?</b></p> <p>sc169</p> <p>3 <b>In a bathroom or locker room at school?</b></p> <p>sc146</p> <p>4 Somewhere else <b>inside the school building? - Specify</b></p> <p>sc144</p> <p>5 Outside on school grounds?</p> <p>sc145</p> <p>6 On a school bus?</p> <p>created response: cafeteria</p>	<p>19c. Still thinking about all of the times <b>that</b> you were bullied, where did the bullying occur? Did it occur...</p> <p>sc143</p> <p>1 In a classroom at school?</p> <p>sc168</p> <p>2 In a hallway or stairwell at school?</p> <p>sc169</p> <p>3 In a bathroom or locker room at school?</p> <p>sc146</p> <p>4 Somewhere else inside the school building? - Specify</p> <p>sc144</p> <p>5 Outside on school grounds?</p> <p>sc145</p> <p>6 On a school bus?</p> <p>created response: cafeteria</p>	<p>19c. Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur...</p> <p>sc143</p> <p>1 In a classroom at school?</p> <p>sc168</p> <p>2 In a hallway or stairwell at school?</p> <p>sc169</p> <p>3 In a bathroom or locker room at school?</p> <p>sc173</p> <p>4 <b>In a cafeteria or lunchroom at school</b></p> <p>sc146</p> <p>5 Somewhere else inside the school building? - Specify</p> <p>sc144</p> <p>6 Outside on school grounds?</p> <p>sc145</p> <p>7 On a school bus?</p>	<p><b>25. During this school year, where did the bullying occur? Did it occur...</b></p> <p>sc143</p> <p>1 In a classroom at school?</p> <p>sc168</p> <p>2 In a hallway or stairwell at school?</p> <p>sc169</p> <p>3 In a bathroom or locker room at school?</p> <p>sc173</p> <p>4 In a cafeteria or lunchroom at school</p> <p>sc146</p> <p>5 Somewhere else inside the school building? - Specify</p> <p>sc144</p> <p>6 Outside on school grounds?</p> <p>sc145</p> <p>7 <b>On the way to or from school such as on a school bus or at a bus stop?</b></p> <p>sc?</p> <p>8 <b>Online or by text?</b></p>
<p>sc147</p> <p>19d. Was a teacher or some other adult at school notified about (this event/any of these events)?</p> <p>1 Yes 2 No 8 Residue</p>	<p>sc147</p> <p>19d. Was a teacher or some other adult at school notified about (this event/any of these events)?</p> <p>1 Yes 2 No 8 Residue</p>	<p>sc147</p> <p>19d. Was a teacher or some other adult at school notified about <b>this bullying?</b></p> <p>1 Yes 2 No 8 Residue</p>	<p>sc147</p> <p>19d. Was a teacher or some other adult at school notified about this bullying?</p> <p>1 Yes 2 No 8 Residue</p>	<p>sc147</p> <p>19d. Was a teacher or some other adult at school notified about this bullying?</p> <p>1 Yes 2 No 8 Residue</p>	<p>sc147</p> <p><b>26 Did you tell a teacher or some other adult at school about being bullied?</b></p> <p>1 Yes 2 No 8 Residue</p>
					<p>sc?</p> <p><b>27 This school year, how much has bullying had a negative effect on...</b></p> <p>a Your school work</p> <p>1 Not at all 2 Not very much 3 Somewhat 4 A lot</p>

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
					sc? b. Your relationships with friends or family 1 Not at all 2 Not very much 3 Somewhat 4 A lot
					sc? c. How you feel about yourself 1 Not at all 2 Not very much 3 Somewhat 4 A lot
					sc? d. Your physical health - for example, caused injuries, gave you headaches or stomach aches 1 Not at all 2 Not very much 3 Somewhat 4 A lot

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
<p>sc148</p> <p>19e. What were the injuries you suffered as a result of being pushed, shoved, tripped, or spit on?</p> <p>1 None</p> <p>sc149</p> <p>2 Bruises or swelling</p> <p>sc150</p> <p>3 Cuts, scratches, or scrapes</p> <p>sc151</p> <p>4 Black eye/bloody nose</p> <p>sc152</p> <p>5 Teeth chipped or knocked out</p> <p>sc153</p> <p>6 Broken bones/internal injuries</p> <p>sc154</p> <p>7 Knocked unconscious</p> <p>sc155</p> <p>8 Other/specify</p>	<p>sc148</p> <p>19e. What were the injuries you suffered as a result of being pushed, shoved, tripped, or spit on?</p> <p>1 None</p> <p>sc149</p> <p>2 Bruises or swelling</p> <p>sc150</p> <p>3 Cuts, scratches, or scrapes</p> <p>sc151</p> <p>4 Black eye/bloody nose</p> <p>sc152</p> <p>5 Teeth chipped or knocked out</p> <p>sc153</p> <p>6 Broken bones/internal injuries</p> <p>sc154</p> <p>7 Knocked unconscious</p> <p>sc155</p> <p>8 Other/specify</p>	<p>sc148</p> <p>19e. What were the injuries you suffered as a result of being pushed, shoved, tripped, or spit on?</p> <p>1 None</p> <p>sc149</p> <p>2 Bruises or swelling</p> <p>sc150</p> <p>3 Cuts, scratches, or scrapes</p> <p>sc151</p> <p>4 Black eye/bloody nose</p> <p>sc152</p> <p>5 Teeth chipped or knocked out</p> <p>sc153</p> <p>6 Broken bones/internal injuries</p> <p>sc154</p> <p>7 Knocked unconscious</p> <p>sc155</p> <p>8 Other/specify</p>	<p>sc148</p> <p>19e. What were the injuries you suffered as a result of being pushed, shoved, tripped, or spit on?</p> <p>1 None</p> <p>sc149</p> <p>2 Bruises or swelling</p> <p>sc150</p> <p>3 Cuts, scratches, or scrapes</p> <p>sc151</p> <p>4 Black eye/bloody nose</p> <p>sc152</p> <p>5 Teeth chipped or knocked out</p> <p>sc153</p> <p>6 Broken bones/internal injuries</p> <p>sc154</p> <p>7 Knocked unconscious</p> <p>sc155</p> <p>8 Other/specify</p>	<p>sc148</p> <p>19e. What were the injuries you suffered as a result of being pushed, shoved, tripped, or spit on?</p> <p>1 None</p> <p>sc149</p> <p>2 Bruises or swelling</p> <p>sc150</p> <p>3 Cuts, scratches, or scrapes</p> <p>sc151</p> <p>4 Black eye/bloody nose</p> <p>sc152</p> <p>5 Teeth chipped or knocked out</p> <p>sc153</p> <p>6 Broken bones/internal injuries</p> <p>sc154</p> <p>7 Knocked unconscious</p> <p>sc155</p> <p>8 Other/specify</p>	
	<p>20a. Now I have some questions about what students do that occur anywhere and that make you feel bad or are hurtful to you. You may include events you told me about already. During this school year, has another student....</p> <p>sc161</p> <p>a. Posted hurtful information about you on the internet?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p>20a. Now I have some questions about what students do that occur anywhere and that make you feel bad or are hurtful to you. You may include events you told me about already. During this school year, has another student....</p> <p>sc161</p> <p>a. Posted hurtful information about you on the Internet, for example, on a social networking site like MySpace or Facebook?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p>20a. Now I have some questions about what students do that occur anywhere and that make you feel bad or are hurtful to you. You may include events you told me about already. During this school year, has another student....</p> <p>sc161</p> <p>a. Posted hurtful information about you on the Internet, for example, on a social networking site like MySpace, Facebook, Formspring, or Twitter?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p>20a. Now I have some questions about what students do that occur anywhere and that make you feel bad or are hurtful to you. You may include events you told me about already. During this school year, has another student....</p> <p>sc161</p> <p>a. Posted hurtful information about you on the Internet, for example, on a social networking site like MySpace, Facebook, Formspring, or Twitter?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	
			<p>sc183</p> <p>b. Purposefully shared your private information, photos, or videos on the Internet or mobile phones in a hurtful way?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p>sc183</p> <p>b. Purposefully shared your private information, photos, or videos on the Internet or mobile phones in a hurtful way?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
		<p>sc170</p> <p><b>b. Threatened or insulted you through email?</b></p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p>sc170</p> <p>c. Threatened or insulted you through email?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p>sc170</p> <p>c. Threatened or insulted you through email?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	
	<p>sc162</p> <p><b>b. Made unwanted contact, for example, threatened you or insulted you via instant messaging?</b></p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p>sc162</p> <p>c. Threatened or or insulted you through instant messaging?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p>sc162</p> <p>d. Threatened or or insulted you through instant messaging or chat?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p>sc162</p> <p>d. Threatened or or insulted you through instant messaging or chat?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	
	<p>sc163</p> <p><b>c. Made unwanted contact, for example, threatened you or insulted you via text (SMS) messaging?</b></p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p>sc163</p> <p>d. Threatened or insulted you through text messaging?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p>sc163</p> <p>e. Threatened or insulted you through text messaging?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p>sc163</p> <p>e. Threatened or insulted you through text messaging?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	
		<p>sc171</p> <p><b>e Threatened or insulted you through online gaming, for example, while playing a game, through Second Life, or through XBOX?</b></p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p>sc171</p> <p>f Threatened or insulted you through online gaming, for example, while playing XBOX, World of Warcraft, or similar activities?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p>sc171</p> <p>f Threatened or insulted you through online gaming, for example, while playing XBOX, World of Warcraft, or similar activities?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	
		<p>sc172</p> <p><b>f. Purposefully excluded you from an online community for example, a buddy list or friends list?</b></p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p>sc172</p> <p>g. Purposefully excluded you from an online communications?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	<p>sc172</p> <p>g. Purposefully excluded you from an online communications?</p> <p>1 Yes</p> <p>2 No</p> <p>8 Residue</p>	
	<p>sc165</p> <p><b>20b. During this school year, how often did (this/these things) happen to you?</b></p>	<p>sc165</p> <p><b>20b. You just indicated that someone had bullied you during this school year. Thinking about all of the ways in which you were bullied, how often did (this/these things) happen to you?</b></p>	<p>sc165</p> <p>20b. You just indicated that someone had bullied you online (or through text messaging) during this school year. Thinking about all of the ways in which you were bullied online (or through text messaging), how often did (this/these things) happen to you?</p>	<p>sc165</p> <p>20b. You just indicated that someone had bullied you online (or through text messaging) during this school year. Thinking about all of the ways in which you were bullied online (or through text messaging), how often did (this/these things) happen to you?</p>	

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
	1 Once or twice this school year 2 Once or twice a month 3 Once or twice a week, or 4 Almost every day 5 Don't know 8 Residue	1 Once or twice this school year 2 Once or twice a month 3 Once or twice a week, or 4 Almost every day 5 Don't know 8 Residue	1 Once or twice this school year 2 Once or twice a month 3 Once or twice a week, or 4 Almost every day 5 Don't know 8 Residue	1 Once or twice this school year 2 Once or twice a month 3 Once or twice a week, or 4 Almost every day 5 Don't know 8 Residue	
	sc166 20c. Was a teacher or some other adult <i>at school</i> notified about (this event/any of these events)?  1 Yes 2 No 8 Residue	sc166 20c. Was a teacher or some other adult <i>at school</i> notified about (this event/any of these events)?  1 Yes 2 No 8 Residue	sc166 20c. Was a teacher or some other adult <i>at school</i> notified about this bullying <b>online (or through text messaging)?</b>  1 Yes 2 No 8 Residue	sc166 20c. Was a teacher or some other adult <i>at school</i> notified about this bullying online (or through text messaging)?  1 Yes 2 No 8 Residue	
					sc? 28. When you were bullied in this school year, did you ever think it was related to... a. Your race? 1 Yes 2 No 8 Residue ----- sc? b. Your religion? 1 Yes 2 No 8 Residue ----- sc? c. Your ethnic background or national origin - for example, people of Hispanic origin? 1 Yes 2 No 8 Residue ----- sc? d. Any disability you may have - such as physical, mental, or developmental disabilities? 1 Yes 2 No 8 Residue ----- sc? e. Your gender? 1 Yes 2 No 8 Residue ----- sc? f. Your sexual orientation - by this we mean gay, lesbian, bisexual or straight? 1 Yes 2 No 8 Residue ----- sc? g. Your physical appearance? 1 Yes 2 No 8 Residue ----- sc? h. Some other reason? 1 Yes - specify

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
					2 No 8 Residue
<b>sc065</b> 20a. During the last 6 months, has anyone called you a derogatory or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender or sexual orientation? We call these hate-related words.  1 Yes 2 No 8 Residue	<b>sc065</b> 21a. During <b>this school year</b> , has anyone called you an <b>insulting</b> or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender or sexual orientation? We call these hate-related words.  1 Yes 2 No 8 Residue	<b>sc065</b> 21a. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender or sexual orientation? We call these hate-related words.  1 Yes 2 No 8 Residue	<b>sc065</b> 21a. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender or sexual orientation? We call these hate-related words.  1 Yes 2 No 8 Residue	<b>sc065</b> 21a. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender or sexual orientation? We call these hate-related words.  1 Yes 2 No 8 Residue	<b>sc065</b> 30. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.  1 Yes 2 No - Skip to 32 8 Residue
20b. Were any of the hate-related words related to... <b>sc107</b> a. Your race? 1 Yes 2 No 3 Don't know 8 Residue	21b. Were any of the hate-related words related to... <b>sc107</b> a. Your race? 1 Yes 2 No 3 Don't know 8 Residue	21b. Were any of the hate-related words related to... <b>sc107</b> a. Your race? 1 Yes 2 No 3 Don't know 8 Residue	21b. Were any of the hate-related words related to... <b>sc107</b> a. Your race? 1 Yes 2 No 3 Don't know 8 Residue	21b. Were any of the hate-related words related to... a. Your race? 1 Yes 2 No 3 Don't know 8 Residue	31. Were any of the hate-related words related to... <b>sc107</b> a. Your race? 1 Yes 2 No 3 Don't know 8 Residue
<b>sc108</b> b. Your religion? 1 Yes 2 No 3 Don't know 8 Residue	<b>sc108</b> b. Your religion? 1 Yes 2 No 3 Don't know 8 Residue	<b>sc108</b> b. Your religion? 1 Yes 2 No 3 Don't know 8 Residue	<b>sc108</b> b. Your religion? 1 Yes 2 No 3 Don't know 8 Residue	<b>sc108</b> b. Your religion? 1 Yes 2 No 3 Don't know 8 Residue	<b>sc108</b> b. Your religion? 1 Yes 2 No 3 Don't know 8 Residue

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
<p><b>sc109</b></p> <p>c. Your ethnic background or national origin (for example people of Hispanic origin)?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc109</b></p> <p>c. Your ethnic background or national origin (for example people of Hispanic origin)?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc109</b></p> <p>c. Your ethnic background or national origin (for example people of Hispanic origin)?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc109</b></p> <p>c. Your ethnic background or national origin (for example people of Hispanic origin)?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc109</b></p> <p>c. Your ethnic background or national origin (for example people of Hispanic origin)?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc109</b></p> <p>c. Your ethnic background or national origin - for example, people of Hispanic origin?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>
<p><b>sc110</b></p> <p>d. Any disability (by this I mean physical, mental, or developmental disabilities) you may have?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc110</b></p> <p>d. Any disability (by this I mean physical, mental, or developmental disabilities) you may have?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc110</b></p> <p>d. Any disability (by this I mean physical, mental, or developmental disabilities) you may have?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc110</b></p> <p>d. Any disability (by this I mean physical, mental, or developmental disabilities) you may have?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc110</b></p> <p>d. Any disability (by this I mean physical, mental, or developmental disabilities) you may have?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc110</b></p> <p>d. Any disability you may have - <b>such as physical, mental, or developmental disabilities?</b></p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>
<p><b>sc111</b></p> <p>e. Your gender?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc111</b></p> <p>e. Your gender?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc111</b></p> <p>e. Your gender?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc111</b></p> <p>e. Your gender?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc111</b></p> <p>e. Your gender?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc111</b></p> <p>e. Your gender?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>
<p><b>sc112</b></p> <p>f. Your sexual orientation?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc112</b></p> <p>f. Your sexual orientation?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc112</b></p> <p>f. Your sexual orientation?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc112</b></p> <p>f. Your sexual orientation?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc112</b></p> <p>f. Your sexual orientation?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc112</b></p> <p>f. Your sexual orientation - <b>by this we mean gay, lesbian, bisexual, or straight?</b></p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>
<p><b>sc066</b></p> <p>21. During the last 6 months, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc066</b></p> <p>22. During <b>this school year</b>, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc066</b></p> <p>22. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc066</b></p> <p>22. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc066</b></p> <p>22. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc066</b></p> <p>32. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p> <p>1 Yes 2 No 8 Residue</p>

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
H. Avoidance					
<p>22a. During the last 6 months, that is, since ____<sup>1st</sup>, did you STAY AWAY from any of the following places because you thought someone might attack or harm you there?</p> <p><b>sc068</b></p> <p>a. The shortest route to school?</p> <p>1 Yes 2 No 8 Residue</p>	<p>23a. During <b>this school year</b>, did you STAY AWAY from any of the following places because you thought someone might attack or harm you there?</p> <p><b>sc068</b></p> <p>a. The shortest route to school?</p> <p>1 Yes 2 No 8 Residue</p>	<p>23a. During this school year, did you <b>ever</b> STAY AWAY from any of the following places because you thought someone might attack or harm you there?</p> <p><b>sc068</b></p> <p>a. The shortest route to school?</p> <p>1 Yes 2 No 8 Residue</p>	<p>23a. During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?</p> <p><b>sc068</b></p> <p>a. <b>For example, did you ever STAY AWAY from the shortest route to school because you thought someone might attack or harm you?</b></p> <p>1 Yes 2 No 8 Residue</p>	<p>23a. During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?</p> <p><b>sc068</b></p> <p>a. For example, did you ever STAY AWAY from the shortest route to school because you thought someone might attack or harm you?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>33</b> During this school year, did you ever STAY AWAY from any of the following places because someone might attack or harm you there?</p> <p><b>sc068</b></p> <p>a. For example, did you ever STAY AWAY from the shortest route to school because you thought someone might attack or harm you?</p> <p>1 Yes 2 No 8 Residue</p>
<p><b>sc069</b></p> <p>b. The entrance into the school?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc069</b></p> <p>b. The entrance into the school?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc069</b></p> <p>b. The entrance into the school?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc069</b></p> <p>b. The entrance into the school?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc069</b></p> <p>b. The entrance into the school?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc069</b></p> <p>b. The entrance into the school?</p> <p>1 Yes 2 No 8 Residue</p>
<p><b>sc070</b></p> <p>c. Any hallways or stairs in school?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc070</b></p> <p>c. Any hallways or stairs in school?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc070</b></p> <p>c. Any hallways or stairs in school?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc070</b></p> <p>c. Any hallways or stairs in school?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc070</b></p> <p>c. Any hallways or stairs in school?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc070</b></p> <p>c. Any hallways or stairs in the school?</p> <p>1 Yes 2 No 8 Residue</p>
<p><b>sc071</b></p> <p>d. Parts of the school cafeteria?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc071</b></p> <p>d. Parts of the school cafeteria?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc071</b></p> <p>d. Parts of the school cafeteria?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc071</b></p> <p>d. Parts of the school cafeteria?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc071</b></p> <p>d. Parts of the school cafeteria?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc071</b></p> <p>d. Parts of the school cafeteria?</p> <p>1 Yes 2 No 8 Residue</p>
<p><b>sc072</b></p> <p>e. Any school restrooms?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc072</b></p> <p>e. Any school restrooms?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc072</b></p> <p>e. Any school restrooms?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc072</b></p> <p>e. Any school restrooms?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc072</b></p> <p>e. Any school restrooms?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc072</b></p> <p>e. Any school restrooms?</p> <p>1 Yes 2 No 8 Residue</p>
<p><b>sc073</b></p> <p>f. Other places inside the school building?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc073</b></p> <p>f. Other places inside the school building?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc073</b></p> <p>f. Other places inside the school building?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc073</b></p> <p>f. Other places inside the school building?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc073</b></p> <p>f. Other places inside the school building?</p> <p>1 Yes 2 No 8 Residue</p>	<p><b>sc073</b></p> <p>f. Other places inside the school building?</p> <p>1 Yes 2 No 8 Residue</p>

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
<b>sc074</b> g. School parking lot? 1 Yes 2 No 8 Residue	<b>sc074</b> g. School parking lot? 1 Yes 2 No 8 Residue	<b>sc074</b> g. School parking lot? 1 Yes 2 No 8 Residue	<b>sc074</b> g. School parking lot? 1 Yes 2 No 8 Residue	<b>sc074</b> g. School parking lot? 1 Yes 2 No 8 Residue	<b>sc074</b> g. School parking lot? 1 Yes 2 No 8 Residue
<b>sc075</b> h. Other places on school grounds? 1 Yes 2 No 8 Residue	<b>sc075</b> h. Other places on school grounds? 1 Yes 2 No 8 Residue	<b>sc075</b> h. Other places on school grounds? 1 Yes 2 No 8 Residue	<b>sc075</b> h. Other places on school grounds? 1 Yes 2 No 8 Residue	<b>sc075</b> h. Other places on school grounds? 1 Yes 2 No 8 Residue	<b>sc075</b> h. Other places on school grounds? 1 Yes 2 No 8 Residue
					<b>sc?</b> i. School bus or bus stop? 1 Yes 2 No 8 Residue
			<b>sc184</b> 23a.1.During this school year, did you STAY AWAY from any online activities because you thought someone might be mean to you there? 1 Yes 2 No 8 Residue	<b>sc184</b> 23a.1.During this school year, did you STAY AWAY from any online activities because you thought someone might be mean to you there? 1 Yes 2 No 8 Residue	
<b>sc076</b> 22b. Did you AVOID any extra-curricular activities at your school because you thought someone might attack or harm you? 1 Yes 2 No 8 Residue	<b>sc076</b> 23b. Did you AVOID any activities at your school because you thought someone might attack or harm you? 1 Yes 2 No 8 Residue	<b>sc076</b> 23b. Did you AVOID any activities at your school because you thought someone might attack or harm you? 1 Yes 2 No 8 Residue	<b>sc076</b> 23b. Did you AVOID any activities at your school because you thought someone might attack or harm you? 1 Yes 2 No 8 Residue	<b>sc076</b> 23b. Did you AVOID any activities at your school because you thought someone might attack or harm you? 1 Yes 2 No 8 Residue	<b>sc076</b> 34a. Did you AVOID any activities at your school because you thought someone might attack or harm you? 1 Yes 2 No 8 Residue
<b>sc077</b> 22c. Did you AVOID any classes because you thought someone might attack or harm you? 1 Yes 2 No 8 Residue	<b>sc077</b> 23c. Did you AVOID any classes because you thought someone might attack or harm you? 1 Yes 2 No 8 Residue	<b>sc077</b> 23c. Did you AVOID any classes because you thought someone might attack or harm you? 1 Yes 2 No 8 Residue	<b>sc077</b> 23c. Did you AVOID any classes because you thought someone might attack or harm you? 1 Yes 2 No 8 Residue	<b>sc077</b> 23c. Did you AVOID any classes because you thought someone might attack or harm you? 1 Yes 2 No 8 Residue	<b>sc077</b> 34b. Did you AVOID any classes because you thought someone might attack or harm you? 1 Yes 2 No 8 Residue
<b>sc078</b> 22d. Did you stay home from school because you thought someone might attack or harm you at school, or going to or from school? 1 Yes 2 No 8 Residue	<b>sc078</b> 23d. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school? 1 Yes 2 No 8 Residue	<b>sc078</b> 23d. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school? 1 Yes 2 No 8 Residue	<b>sc078</b> 23d. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school? 1 Yes 2 No 8 Residue	<b>sc078</b> 23d. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school? 1 Yes 2 No 8 Residue	<b>sc078</b> 34c. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school? 1 Yes 2 No 8 Residue

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
I. Fear					
					Intro: Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.
<b>sc079</b> 23. How often are you afraid that someone will attack or harm you at school?  1 Never 2 Almost never 3 Sometimes 4 Most of the time 8 Residue	<b>sc079</b> 24. How often are you afraid that someone will attack or harm you <b>in the school building or on school property?</b> 1 Never 2 Almost never 3 Sometimes 4 Most of the time 8 Residue	<b>sc079</b> 24. How often are you afraid that someone will attack or harm you in the school building or on school property? 1 Never 2 Almost never 3 Sometimes 4 Most of the time 8 Residue	<b>sc079</b> 24. How often are you afraid that someone will attack or harm you in the school building or on school property? 1 Never 2 Almost never 3 Sometimes 4 Most of the time 8 Residue	<b>sc079</b> 24. How often are you afraid that someone will attack or harm you in the school building or on school property? 1 Never 2 Almost never 3 Sometimes 4 Most of the time 8 Residue	<b>sc079</b> 35a. How often are you afraid that someone will attack or harm you in the school building or on school property? 1 Never 2 Almost never 3 Sometimes 4 Most of the time 8 Residue
<b>sc080</b> 25. How often are you afraid that someone will attack or harm you on the way to and from school?  1 Never 2 Almost never 3 Sometimes 4 Most of the time 8 Residue	<b>sc080</b> 25. How often are you afraid that someone will attack or harm you <b>on a school bus or on the way to and from school?</b> 1 Never 2 Almost never 3 Sometimes 4 Most of the time 8 Residue	<b>sc080</b> 25. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school? 1 Never 2 Almost never 3 Sometimes 4 Most of the time 8 Residue	<b>sc080</b> 25. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school? 1 Never 2 Almost never 3 Sometimes 4 Most of the time 8 Residue	<b>sc080</b> 25. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school? 1 Never 2 Almost never 3 Sometimes 4 Most of the time 8 Residue	<b>sc080</b> 35b. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school? 1 Never 2 Almost never 3 Sometimes 4 Most of the time 8 Residue
<b>sc081</b> 25. Besides the times you are at school, how often are you afraid that someone will attack or harm you?  1 Never 2 Almost never 3 Sometimes 4 Most of the time 8 Residue	<b>sc081</b> 26. Besides the times you are <b>in the school building, on school property, on a school bus, or going to or from school,</b> how often are you afraid that someone will attack or harm you? 1 Never 2 Almost never 3 Sometimes 4 Most of the time 8 Residue	<b>sc081</b> 26. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you? 1 Never 2 Almost never 3 Sometimes 4 Most of the time 8 Residue	<b>sc081</b> 26. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you? 1 Never 2 Almost never 3 Sometimes 4 Most of the time 8 Residue	<b>sc081</b> 26. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you? 1 Never 2 Almost never 3 Sometimes 4 Most of the time 8 Residue	<b>sc081</b> 35c. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you? 1 Never 2 Almost never 3 Sometimes 4 Most of the time 8 Residue

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
J. Weapons					
<p>26a. Some people bring guns, knives, or objects that can be used as weapons to school for protection. During the last 6 months, that is, since ___1<sup>st</sup>, 2004, did YOU ever bring the following to school or onto school grounds?</p> <p><b>sc082</b> a. A gun? 1 Yes 2 No 8 Residue</p>	<p>27a. Some people bring guns, knives, or objects that can be used as weapons to school for protection. <b>During this school year</b>, did YOU ever bring the following to school or onto school grounds?</p> <p><b>sc082</b> a. A gun? 1 Yes 2 No 8 Residue</p>	<p><b>27a. In the next series of questions we are going to ask you about weapons at your school. All your responses are strictly confidential and will not be shared with anyone.</b></p> <p>Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did YOU ever bring the following to school or onto school grounds?</p> <p><b>sc082</b> a. A gun? 1 Yes 2 No 8 Residue</p>	<p>27a. In the next series of questions we are going to ask you about weapons at your school. All your responses are strictly confidential and will not be shared with anyone.</p> <p>Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did YOU ever bring the following to school or onto school grounds?</p> <p><b>sc082</b> a. A gun? 1 Yes 2 No 8 Residue</p>	<p>27a. In the next series of questions we are going to ask you about weapons at your school. All your responses are strictly confidential and will not be shared with anyone.</p> <p>Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did YOU ever bring the following to school or onto school grounds?</p> <p><b>sc082</b> a. A gun? 1 Yes 2 No 8 Residue</p>	<p>In the next series of questions we are going to ask you about weapons at your school. All your responses are strictly confidential and will not be shared with anyone.</p> <p><b>36.</b> Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did YOU ever bring the following to school or onto school grounds?</p> <p><b>sc082</b> a. A gun? 1 Yes 2 No 8 Residue</p>
<p><b>sc083</b> b. A knife brought as a weapon? 1 Yes 2 No 8 Residue</p>	<p><b>sc083</b> b. A knife brought as a weapon? 1 Yes 2 No 8 Residue</p>	<p><b>sc083</b> b. A knife brought as a weapon? 1 Yes 2 No 8 Residue</p>	<p><b>sc083</b> b. A knife brought as a weapon? 1 Yes 2 No 8 Residue</p>	<p><b>sc083</b> b. A knife brought as a weapon? 1 Yes 2 No 8 Residue</p>	<p><b>sc083</b> b. A knife brought as a weapon? 1 Yes 2 No 8 Residue</p>
<p><b>sc084</b> c. Some other weapon? 1 Yes 2 No 8 Residue</p>	<p><b>sc084</b> c. Some other weapon? 1 Yes 2 No 8 Residue</p>	<p><b>sc084</b> c. Some other weapon? 1 Yes 2 No 8 Residue</p>	<p><b>sc084</b> c. Some other weapon? 1 Yes 2 No 8 Residue</p>	<p><b>sc084</b> c. Some other weapon? 1 Yes 2 No 8 Residue</p>	<p><b>sc084</b> c. Some other weapon? 1 Yes 2 No 8 Residue</p>
<p><b>sc085</b> 27a. Do you know any (other) students who have brought a gun to your school in the last 6 months? 1 Yes 2 No 8. Residue</p>	<p><b>sc085</b> 28a. Do you know any (other) students who have brought a gun to your school <b>during this school year</b>? 1 Yes 2 No 8. Residue</p>	<p><b>sc085</b> 28a. Do you know <b>of any</b> (other) students who have brought a gun to your school during this school year? 1 Yes 2 No 8. Residue</p>	<p><b>sc085</b> 28a. Do you know of any other students who have brought a gun to your school during this school year? 1 Yes 2 No 8. Residue</p>	<p><b>sc085</b> 28a. Do you know of any other students who have brought a gun to your school during this school year? 1 Yes 2 No 8. Residue</p>	<p><b>sc085</b> <b>37a.</b> Do you know of any other students who have brought a gun to your school during this school year? 1 Yes 2 No - Skip to 38 8 Residue</p>
<p><b>sc086</b> 27b. Have you actually seen another student with a gun at school in the last 6 months? 1 Yes 2 No 8 Residue</p>	<p><b>sc086</b> 28b. Have you actually seen another student with a gun at school <b>during this school year</b>? 1 Yes 2 No 8 Residue</p>	<p><b>sc086</b> 28b. Have you actually seen another student with a gun at school during this school year? 1 Yes 2 No 8 Residue</p>	<p><b>sc086</b> 28b. Have you actually seen another student with a gun at school during this school year? 1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc086</b> 28b. Have you actually seen another student with a gun at school during this school year? 1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc086</b> <b>37b.</b> Have you actually seen another student with a gun at school during this school year? 1 Yes 2 No 8 Residue</p>

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
<p><b>sc113</b></p> <p>28. During the last 6 months, could you have gotten a loaded gun without adult supervision, either at school or away from school?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc113</b></p> <p>29. During <b>this school year</b>, could you have gotten a loaded gun without adult supervision, either at school or away from school?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc113</b></p> <p>29 During this school year, could you have gotten a loaded gun without adult supervision, either at school or away from school?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc113</b></p> <p>29 During this school year, could you have gotten a loaded gun without adult supervision, either at school or away from school?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc113</b></p> <p>29 During this school year, could you have gotten a loaded gun without adult supervision, either at school or away from school?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc113</b></p> <p><b>38.</b> During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?</p> <p>1 Yes 2 No 8 Residue</p>
<b>K. Gangs</b>					
<p>Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity.</p>	<p>Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity.</p>	<p>Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity. <b>Your responses are confidential.</b></p>	<p>Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity. Your responses are confidential.</p>	<p>Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity. Your responses are confidential.</p>	<p>Intro 4 - Now we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity. Your responses are confidential.</p>
<p><b>sc058</b></p> <p>29. Are there any gangs at your school?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc058</b></p> <p>30. Are there any gangs at your school?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc058</b></p> <p>30. Are there any gangs at your school?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc058</b></p> <p>30. Are there any gangs at your school?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc058</b></p> <p>30. Are there any gangs at your school?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc058</b></p> <p><b>39a.</b> Are there any gangs at your school?</p> <p>1 Yes 2 No - Skip to 40 8 Residue</p>
<p><b>sc089</b></p> <p>30. During the last 6 months, that is, since ___1<sup>st</sup>, 2004, how often have gangs been involved in fights, attacks, or other violence at your school?</p> <p>1 Never 2 Once or twice in the last 6 months 3 Once or twice a month 4 Once or twice a week, or 5 Almost every day 6 Don't know 8 Residue</p>	<p><b>sc089</b></p> <p>31. During <b>this school year</b>, how often have gangs been involved in fights, attacks, or other violence at your school?</p> <p>1 Never 2 Once or twice in this school year 3 Once or twice a month 4 Once or twice a week, or 5 Almost every day 6 Don't know 8 Residue</p>	<p><b>sc089</b></p> <p>31. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?</p> <p>1 Never 2 Once or twice in this school year 3 Once or twice a month 4 Once or twice a week, or 5 Almost every day 6 Don't know 8 Residue</p>	<p><b>sc089</b></p> <p>31. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?</p> <p>1 Never 2 Once or twice in this school year 3 Once or twice a month 4 Once or twice a week, or 5 Almost every day 6 Don't know 8 Residue</p>	<p><b>sc089</b></p> <p>31. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?</p> <p>1 Never 2 Once or twice in this school year 3 Once or twice a month 4 Once or twice a week, or 5 Almost every day 6 Don't know 8 Residue</p>	<p><b>sc089</b></p> <p><b>39b.</b> During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?</p> <p>1 Never 2 Once or twice this school year 3 Once or twice a month 4 Once or twice a week 5 Almost every day 8 Residue</p>

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
<b>sc090</b> 31. Have gangs been involved in the sale of drugs at your school in the last 6 months?  1 Yes 2 No 3 Don't know	<b>sc090</b> 32. Have gangs been involved in the sale of drugs at your school <b>during this school year?</b>  1 Yes 2 No 3 Don't know	<b>sc090</b> 32. Have gangs been involved in the sale of drugs at your school during this school year?  1 Yes 2 No 3 Don't know	<b>sc090</b> 32. Have gangs been involved in the sale of drugs at your school during this school year?  1 Yes 2 No 3 Don't know	<b>sc090</b> 32. Have gangs been involved in the sale of drugs at your school during this school year?  1 Yes 2 No 3 Don't know	<b>sc090</b> 39c. Have gangs been involved in the same of drugs at your school during this school year?  1 Yes 2 No
<b>K. Student Characteristics</b>					
<b>sc156</b> 32a. In your classes, how often are you distracted from doing your schoolwork, because other students are misbehaving, for example talking or fighting?  1 Never 2 Almost never 3 Sometimes 4 Most of the time	<b>Moved to Q15</b>				
<b>sc157</b> 32b. How often do teachers punish students during your classes? 1 Never 2 Almost never 3 Sometimes 4 Most of the time					
			<b>Question moved here</b>		
			<b>sc116</b> 34. During this school year, across all subjects have you gotten mostly - 1 A's 2 B's 3 C's 4 D's 5 F's 6 School does not give grades/no alphabetic grade equivalent 8 Residue	<b>sc116</b> 34. During this school year, across all subjects have you gotten mostly - 1 A's 2 B's 3 C's 4 D's 5 F's 6 School does not give grades/no alphabetic grade equivalent 8 Residue	<b>sc116</b> 40. During this school year, across all subjects, have you gotten mostly - 1 A's 2 B's 3 C's 4 D's 5 F's 6 School does not give grades/no alphabetic grade equivalent 8 Residue

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
<p><b>sc114</b> 32c. During the last 4 weeks, did you skip any classes?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc114</b> 33a. During the last 4 weeks, did you skip any classes?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc114</b> 33a. During the last 4 weeks, did you skip any classes?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc114</b> 33a. During the last 4 weeks, did you skip any classes? <b>Again, we would like to remind you that all your responses are strictly confidential and will not be shared with anyone.</b></p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc114</b> 33a. During the last 4 weeks, did you skip any classes? Again, we would like to remind you that all your responses are strictly confidential and will not be shared with anyone.</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc114</b> 41a. During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that all your responses are strictly confidential and will not be shared with anyone.</p> <p>1 Yes 2 No - Skip to 42 8 Residue</p>
<p><b>sc115</b> 32d. During the last 4 weeks, on how many days did you skip at least one class?</p> <p>01-20 Number of days 998 Residue</p>	<p><b>sc115</b> 33b. During the last 4 weeks, on how many days did you skip at least one class?</p> <p>01-20 Number of days 998 Residue</p>	<p><b>sc115</b> 33b. During the last 4 weeks, on how many days did you skip at least one class?</p> <p>01-20 Number of days 998 Residue</p>	<p><b>sc115</b> 33b. During the last 4 weeks, on how many days did you skip at least one class?</p> <p>01-20 Number of days 998 Residue</p>	<p><b>sc115</b> 33b. During the last 4 weeks, on how many days did you skip at least one class?</p> <p>01-20 Number of days 998 Residue</p>	<p><b>sc115</b> 41b. During the last 4 weeks of school, on how many days did you skip at least one class?</p> <p>01-20 Number of days 998 Residue</p>
<p><b>sc116</b> 33. During this school year, across all subjects have you gotten mostly -</p> <p>1 A's 2 B's 3 C's 4 D's 5 F's 6 School does not give grades/no alphabetic grade equivalent 8 Residue</p>	<p><b>sc116</b> 34. During this school year, across all subjects have you gotten mostly -</p> <p>1 A's 2 B's 3 C's 4 D's 5 F's 6 School does not give grades/no alphabetic grade equivalent 8 Residue</p>	<p><b>sc116</b> 34. During this school year, across all subjects have you gotten mostly -</p> <p>1 A's 2 B's 3 C's 4 D's 5 F's 6 School does not give grades/no alphabetic grade equivalent 8 Residue</p>	<p><b>question moved up in order</b></p>		
<p><b>sc117</b> 34. Thinking about the future, do you think you will ...</p> <p>a. Attend school after high school?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc117</b> 35. Thinking about the future, do you think you will ...</p> <p>a. Attend school after high school?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc117</b> 35. Thinking about the future, do you think you will ...</p> <p>a. Attend school after high school?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc117</b> 35. Thinking about the future, do you think you will ...</p> <p>a. Attend school after high school, <b>such as a college or technical school?</b></p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc117</b> 35. Thinking about the future, do you think you will ...</p> <p>a. Attend school after high school, such as a college or technical school?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc117</b> 42. Thinking about the future do you think you will...</p> <p>a. Attend school after high school, such as a college or technical school?</p> <p>1 Yes 2 No - END 8 Residue</p>
<p><b>sc118</b> b. Graduate from a 4-year college?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc118</b> b. Graduate from a 4-year college?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc118</b> b. Graduate from a 4-year college?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc118</b> b. Graduate from a 4-year college?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc118</b> b. Graduate from a 4-year college?</p> <p>1 Yes 2 No 3 Don't know 8 Residue</p>	<p><b>sc118</b> b. Graduate from a 4-year college?</p> <p>1 Yes 2 No 8 Residue</p>

**Crosswalk of SCS Question Changes (new items each year in red)**

2005	2007	2009	2011	2013	2015
sc091	sc091	sc091	sc091	sc091	
Was an adult member of the household or family present during at least part of these questions?	Was an adult member of the household or family present during at least part of these questions?	Was an adult member of the household or family present during at least part of these questions?	Was an adult member of the household or family present during at least part of these questions?	Was an adult member of the household or family present during at least part of these questions?	
1 Personal interview - No adult present					
2 Personal interview - Adult present					
3 Telephone interview - No adult present					
4 Telephone interview - Adult present					
5 Telephone interview - Don't know					
8 Residue					
<b>End Survey</b>					

**Attachment 12**  
**Nonfederal Publications Citing Data from the NCVS SCS**

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## Nonfederal Publications Citing Data from the NCVS SCS

### **1991**

Pearson, F.S., and Toby, J. (1991). Fear of School-Related Predatory Crime. *Sociology and Social Research*, 75(3): 117-125.

### **1992**

Collins, J.J., Messerschmidt, P.P., and Ringwalt, C.C. (1992). Relationship Between School Disruption and School Social Control Activities: Summary of Findings. U.S. Department of Justice. Washington DC: National Institute of Justice. Retrieved August 9, 2012, from 5  
<https://www.ncjrs.gov/App/Publications/abstract.aspx?ID=143995>.

Lab, S.P., and Whitehead, J.T. (1992). School Environment and School Crime: Causes and Consequences; Summary Report. U.S. Department of Justice. Washington DC: National Institute of Justice. Retrieved August 9, 2012, from <https://www.ncjrs.gov/App/Publications/abstract.aspx?ID=144006>.

Pearson, F.S., Toby, J.J., and Rutgers, U. (1992). Perceived and Actual Risks or School-Related Victimization: Final Activities Report. U.S. Department of Justice. Washington DC: National Institute of Justice. Retrieved August 9, 2012, from  
<https://www.ncjrs.gov/App/publications/Abstract.aspx?id=143999>.

Ringwalt, C., Messerschmidt, P., Graham, L., and Collins, J. (1992). Youth's Victimization Experiences, Fear of Attack or Harm, and School Avoidance Behaviors: Summary of Findings. U.S. Department of Justice. Washington DC: National Institute of Justice. Retrieved August 9, 2012, from  
<https://www.ncjrs.gov/App/publications/Abstract.aspx?id=143997>.

### **1993**

Smith, B.E., and Elstein, S.G. (1993). Effective Ways to Reduce School Victimization: Practical and Legal Concerns. *Children's Legal Rights Journal*, 14(1-2): 22-38.

### **1994**

Furlong, M.M. (1994). Evaluating School Violence Trends. *School Safety*, 23-27.

Lab, S., and Whitehead, J. (1994, December). Avoidance Behavior as a Response to In-School Victimization. *Journal of Security Administration*, 17(2): 32-45.

### **1998**

Kingery, P., Coggeshall, M., and Alford, A. (1998). Violence at School: Recent Evidence From Four National Surveys. *Psychology in the Schools*, 35(3): 247-258.

### **1999**

Mayer, M.J., and Leone, P.E. (1999). A Structural Analysis of School Violence and Disruption: Implications for Creating Safer Schools. *Education & Treatment of Children*, 22(3): 333-56.

### **2002**

Addington, L.A. (2002). The Columbine Effect: The Impact of Violent School Crime on Students' Fear of Victimization. Ph.D. dissertation, State University of New York at Albany, United States—New York. Retrieved August 11, 2008, from Dissertations and Theses: Full Text database. (Publication No. AAT 3052923).

Van Dorn, R. (2002). Unrecognized Warning Signs. *Education Week*, 22(11): 41-41.

### **2003**

Addington, L.A. (2003). Fear After Columbine: Findings From a Randomized Experiment. *Journal of Quantitative Criminology*, 19(4): 367-387.

Planty, M. (2003, August). Telescoping Events in Student Surveys on Victimization. Paper presented at the annual meeting of the American Association for Public Opinion Research, Sheraton Music City, Nashville, Tennessee.

Scott, L., and Ruddy, S. (2003, August). How Students Identify Gangs at School: An Analysis of Multiple Gang Identification Questions in the 1995 SCS/NCVS. Paper presented at the annual meeting of the American Association for Public Opinion Research, Sheraton Music City, Nashville, Tennessee.

### **2004**

Van Dorn, R.A. (2004). Correlates of Violent and Nonviolent Victimization in a Sample of Public High School Students. *Violence and Victims*, 19(3): 303-320.

### **2005**

Addington, L.A. (2005). Disentangling the Effects of Bounding and Mobility on Reports of Criminal Victimization. *Journal of Quantitative Criminology*, 21(3): 321-343.

Addington, L.A. (2005). Following in Her Footsteps: Revisiting the Record on Adolescents' College Plans. *Gender Issues*, 22(2): 31-44.

DeVoe, J. F., Peter, K., Kaufman, P., Miller, A., Noonan, M., Snyder, T. D. et al. (2005). Indicators of school crime and safety: 2004. *Education Statistics Quarterly*, 6.

Greene, M.B. (2005). Reducing Violence and Aggression in Schools. *Trauma, Violence, & Abuse*, 6(3): 236-253.

Kuck, D., and Popp, A. (2005). Characteristics of Students and Schools as Predictors of Being a Victim of Bullying: An Opportunity Theory Analysis. Paper presented at the annual meeting of the American Society of Criminology, Royal York, Toronto.

Noonan, M. (2005). Guns in Schools: Results From the 2003 School Crime Supplement. Paper presented at the annual meeting of the American Society of Criminology, Royal York, Toronto.

### **2006**

Adams, Jacqueline (2006). What makes a bully tick? Scientists search for answers. *Science World*, 63, 10.

Amherst, P. W. (2006). *School crime and safety*. New York: Novinka Books.

Moore-Polanco, R., and Raghavan, C. (2006). The Association of Social Development/Age on Juvenile Fear of Crime Levels in New York City Public Schools. Paper presented at the annual meeting of the American Society of Criminology (ASC), Los Angeles Convention Center, Los Angeles, California.

Myers, K. A. (2006). *School violence and its effects on academic achievement among eighth graders [Dissertation]*.

## **2007**

Ades, L. (2007, August). Horror in the Halls: Examining Adolescent Fear, Avoidance, and Academic Difficulty. Paper presented at the annual meeting of the American Sociological Association, TBA, New York, New York City.

Randa, R. (2007, November). The Impact of Incivilities on Fear and Routine Activities in High Schools. Paper presented at the annual meeting of the American society of Criminology, Atlanta Marriott Marquis, Atlanta, Georgia.

Watkins, A., and Maume, M. (2007, November). We Don't Need No Notification: The Underreporting of Victimization by Students. Paper presented at the annual meeting of the American society of Criminology, Atlanta Marriott Marquis, Atlanta, Georgia.

Wynne, S., and Joo, H. (2007, November). Predicting School Victimization: A Multi-Level Approach. Paper presented at the annual meeting of the American society of Criminology, Atlanta Marriott Marquis, Atlanta, Georgia.

## **2008**

Cao, L., Zhang, Y., and He, N. (2008). Carrying Weapons to School for Protection: An Analysis of the 2001 School Crime Supplement Data. *Journal of Criminal Justice*, 36(2): 154-164.

Elliott, E., and Rayne, K. (2008, November). Victimization Rates and Drug Use Among High School and College Students. Paper presented at the annual meeting of the ASC Annual Meeting, St. Louis Adam's Mark, St. Louis, Missouri.

Popp, A. (2008, November). The Importance of Confidentiality and Anonymity for Victimization Surveys of Adolescents. Paper presented at the annual meeting of the ASC Annual Meeting, St. Louis Adam's Mark, St. Louis, Missouri.

Randa, R., Drayer, A., and Lytle, D. (2008). Routine Activities of School Children: How Fear and Disorder Influence Avoidance of Specific Places. Paper presented at the annual meeting of the ASC Annual Meeting, St. Louis Adam's Mark, St. Louis, Missouri.

Toldson, I. A. (2008). *Breaking barriers plotting the path to academic success for school-age African-American males*. Washington, D.C.: Congressional Black Caucus Foundation, Inc. Available from [http://www.cbcbfinc.org/images/pdf/breaking\\_barriers.pdf](http://www.cbcbfinc.org/images/pdf/breaking_barriers.pdf).

Urbanski, J. (2008). *The relationship between school connectedness and bullying victimization in secondary students [Dissertation]*.

## **2009**

Addington, L. A. (2009). Cops and cameras. Public school security as a policy response to Columbine. *American Behavioral Scientist*, 52, 1426-1446.

Clay-Warner, J., Bunch, J., and James, K. (2009, November). Procedural Justice and School Crime. Paper presented at the annual meeting of the ASC Annual Meeting, Philadelphia Marriott Downtown, Philadelphia, Pennsylvania.

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Hutzell, K. (2009). The Impact of Bullying Behaviors on School Avoidance. Paper presented at the annual meeting of the ASC Annual Meeting, Philadelphia Marriott Downtown, Philadelphia, Pennsylvania.

Noe, K., and Petras, H. (2009). Peer Victimization in Middle and High School: An Application of Latent Class Analysis. Paper presented at the annual meeting of the ASC Annual Meeting, Philadelphia Marriott Downtown, Philadelphia, Pennsylvania.

Randa, R. W. (2009). *The impact of disorder and fear on the routine activities of high school students [Dissertation]*.

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## **2010**

Cook, P. J., Gottfredson, D. C., & Na, C. (2010). School crime control and prevention. *Crime and Justice*, 39, 313-440.

Hutzell, K. L. (2010). *The impact of bullying behaviors on social and situational avoidance in schools [Dissertation]*.

Mayer, J.M. (2010). Structural Analysis of 1995-2005 School Crime Supplement Datasets: Factors Influencing Students' Fear, Anxiety, and Avoidant Behaviors. *Journal of School Violence*, 9(1): 37-55.

Mayer, M. J. & Furlong, M. J. (2010). How safe are our schools? *Educational Researcher*, 39, 16-26.

Randa, R. & Wilcox, P. (2010). School disorder, victimization, and general v. place-specific student avoidance. *Journal of Criminal Justice*, 38, 854-861.

## **2011**

Addington, L. A. & Yablon, Y. B. (2011). A cross-national examination of fear in disadvantaged schools: U.S. and Israeli-Arab student experiences. *Victims & Offenders*, 6, 325-340.

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Bagwell, K. (2011). Students Use Cellphones More Than Computers to Cyberbully. *Education Daily*, 44(189): 2.

Blosnich, J., and Bossarte, R. (2011). Low-Level Violence in Schools: Is There an Association Between School Safety Measures and Peer Victimization? *Journal of School Health*, 81(2): 107-113.

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Rivera, L. K. (2011). *Bullying of sexual minorities: How does multiple minority status affect the likelihood of being victimized [Dissertation]*.

Toldson, I. A. (2011). *Breaking barriers 2: Plotting the path away from juvenile detention and toward academic success for school-age African American males*. Washington, D.C.: Congressional Black Caucus Foundation, Inc. Available from <http://cbcfinc.org/oUploadedFiles/BreakingBarriers2.pdf>.

Watkins, A.M., and Maume, M.O. (2011). School Victims and Crime Reporting. *Youth Violence & Juvenile Justice*, 9(4): 333-351.

Wynne, S.L., and Joo, H. (2011). Predictors of School Victimization: Individual, Familial, and School Factors. *Crime & Delinquency*, 57(3): 458-488.

## **2012**

Barrett, K. L., Jennings, W. G., & Lynch, M. J. (2012). The Relation between Youth Fear and Avoidance of Crime in School and Academic Experiences. *Journal of School Violence*, 11(1), 1-20.

Bouchard, M., Wang, W., & Beauregard, E. (2012). Social capital, opportunity, and school-based victimization. *Violence and Victims*, 27(5), 656-673.

Clark, S. L. (2012). *Factors related to school violence victimization: The role of extracurricular activities [Dissertation]*.

Hutzell, K.L., and Payne, A.A. (2012). The impact of bullying victimization on school avoidance. *Youth Violence & Juvenile Justice*, 10(4), 370-385.

Oblad, T. P. (2012). *Understanding cyberbullying in the net generation: A meta-analytic review [Dissertation]*.

Popp, A. M. (2012). The difficulty in measuring suitable targets when modeling victimization. *Violence and Victims*, 27, 689-709.

Popp, A. M. (2012). The effects of exposure, proximity, and capable guardians on the risk of bullying victimization. *Youth Violence and Juvenile Justice*, 10, 315-332.

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Voelkl, K. E. (2012). School identification. In S.L.Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 193-218). New York: Springer.

### **2013**

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Jeong, S., Kwak, D., Moon, B., & San Miguel, C. (2013). Predicting school bullying victimization: Focusing on individual and school environmental/security factors. *Journal of Criminology*, vol. 2013, Article ID 401301, 13 pages.

**Attachment 13**  
**Evaluation of 2015 School Crime Supplement Split Sample**

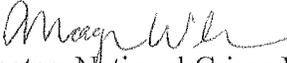
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APR 28 2014



MEMORANDUM FOR Kathryn A. Chandler  
Director, Sample Surveys Studies Program  
National Center for Education Statistics

Through: Meagan Wilson   
Assistant Survey Director, National Crime Victimization Survey

From: Ruth Ann Killion   
Chief, Demographic Statistical Methods Division

Subject: Evaluation of 2015 School Crime Supplement Split Sample

### Summary

The National Center for Education Statistics (NCES) is considering a split sample for the 2015 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). The purpose of the split sample would be to compare the effect of two different questionnaires on the reporting of bullying in school. The Demographic Statistical Methods Division (DSMD) was asked to determine the expected effect of a split sample on variances and, therefore, to provide guidance on whether or not a split sample would be reasonable.

We evaluated two different split sample scenarios. This memorandum will discuss how the splits were done, estimate the confidence intervals for differences in bullying rates between the two split samples, and estimate the percent difference between rates that we could identify as a significant difference.

**We evaluated a 50 percent/50 percent and a 25 percent/75 percent split of the sample. We estimate that the 50/50 split could identify a difference of 10 percent as significant and the 25/75 split could identify a different of 11.5 percent as significant.**

### Method of Splitting Sample

We used reduction groups to split the 2013 sample into two equal parts. Reduction groups are assigned at the beginning of the sample design and divide the sample into representative subgroups with about one percent of the households in each reduction group. The reduction groups were assigned systematically from a random start to all hits (clusters of about 4 households). For the systematic assignment the households were sorted by:

- Stratification Primary Sampling Unit (PSU) – county or group of counties
- Frame (Unit, Group Quarters, Area, Permit)
- Order of Selection within stratification PSU

The order of selection within stratification PSU was:

- CBUR (central city of 1999 Metropolitan Statistical Area, Balance of Urbanized Area (2000 based) , Urban cluster (2000 based), Rural (2000 based))
- County
- Tract
- Block

We randomly selected reduction groups using an online random sequence generator to determine the split samples. Since the reduction groups are assigned by hit, the approximately four households in the cluster or hit would all receive the same questionnaire. All persons in the household would receive the same questionnaire type.

### Simulated Results of a 50/50 Split

To do the 50/50 split sample, we randomly picked 50 of the 101 reduction groups and assigned that as the first sample. The remaining 51 reduction groups became the second sample.

Using data from the 2013 SCS, we calculated the distribution of sample persons by various characteristics.

Table 1 : Distribution of Persons by Split Sample

Half Sample	Weighted Percent of Total
Half Sample #1 (50 reduction groups)	49.5%
Half sample #2 (51 reduction groups)	50.5%

Table 2: Distribution of Persons by Regional Office

Regional Office	Half Sample #1	Half Sample #2
New York	11.6%	13.0%
Philadelphia	16.0%	16.1%
Chicago	17.4%	17.6%
Atlanta	15.0%	15.5%
Denver	19.6%	18.6%
Los Angeles	20.3%	19.1%

Table 3: Distribution of Persons by Urbanicity

	Half Sample #1	Half Sample #2
Urban	26.2%	30.8%
Suburban	49.9%	47.7%
Rural	23.9%	21.6%

Table 4: Distribution of Persons by PSU Type

	<b>Half Sample #1</b>	<b>Half Sample #2</b>
Self - Representing	57.8%	57.9%
Non-self-representing	42.2%	42.1%

Table 5: Distribution of Persons by Race

<b>Race</b>	<b>Half Sample #1</b>	<b>Half Sample #2</b>
White Only	77.0%	73.1%
Black Only	13.8%	16.8%
Asian Only	4.1%	5.0%
All Others	5.0%	5.0%

### Simulated Results of a 75/25 Split

To do the 75/25 split sample, we randomly picked 25 of the 101 reduction groups and assigned that as the first sample. The remaining 76 reduction groups became the second sample.

Again, using data from the 2013 SCS, we calculated the distribution of sample persons by various characteristics.

Table 6 : Distribution of Persons by Split Sample

<b>Half Sample</b>	<b>Weighted Percent of Total</b>
Half Sample #1 (25 reduction groups)	24.1%
Half sample #2 (76 reduction groups)	75.9%

Table 7: Distribution of Persons by Regional Office

<b>Regional Office</b>	<b>Half Sample #1</b>	<b>Half Sample #2</b>
New York	13.1%	12.1%
Philadelphia	15.3%	16.3%
Chicago	16.0%	18.0%
Atlanta	15.3%	15.3%
Denver	18.6%	19.3%
Los Angeles	21.7%	19.1%

Table 8: Distribution of Persons by Urbanicity

	<b>Half Sample #1</b>	<b>Half Sample #2</b>
Urban	28.5%	28.6%
Suburban	51.3%	48.0%
Rural	20.2%	23.5%

Table 9: Distribution of Persons by PSU Type

	<b>Half Sample #1</b>	<b>Half Sample #2</b>
Self - Representing	57.9%	57.8%
Non-self-representing	42.1%	42.2%

Table 10: Distribution of Persons by Race

<b>Race</b>	<b>Half Sample #1</b>	<b>Half Sample #2</b>
White Only	75.4%	74.9%
Black Only	14.2%	15.7%
Asian Only	4.9%	4.5%
All Others	5.6%	4.8%

### **Confidence Intervals for the Two Different Sample Splits**

Although BJS currently calculates standard errors with GVs provided by DSMD, we decided to calculate the standard errors directly using the 2013 SCS data. Due to the expected larger sample size in the 2015 SCS, the standard errors we calculated using 2013 data are larger (and, therefore, more conservative) than those that we would expect from the 2015 SCS.

Table 11: Effect of Different Sample Splits

	50/50 Split		75/25 Split	
	Portion with 50 redgrps	Portion with 51 redgrps	0.25 Portion	0.75 Portion
Rate	20.73	22.31	21.33	21.60
CV	0.044	0.038	0.057	0.039
SCS SE	0.90	0.86	1.22	0.83
VAR	0.82	0.74	1.50	0.70
VAR (diff)	1.56		2.2	
SE (diff)	1.25		1.48	
90% CI	2.05		2.44	
% diff detect=CI/new rate	9.9		11.5	

The results of our work can be seen in Table 11 above. Using the 2013 data, we calculated the bullying rate for each sample split and its respective standard error. The variance of the difference is simply the sum of the variances of each rate since the samples are independent. We calculated a two-sided confidence interval and divided it by the smallest rate. Thus, we determined that the 50/50 split sample should be able to detect a difference of about 10 percent and the 75/25 split sample should be able to detect a difference of about 11.5 percent.

### Miscellaneous

This memorandum is stored in the directory "M:\ADC-SDEV\EB\NCVS\Final Memos" with the name "2014-12 Doc of 2015 SCS Split Sample - v1.0.doc".

If you have any questions, please contact Joseph Burcham at 301-763-4278 or Joseph Croos at 301-763-6926.

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**Attachment 14**  
**2015 SCS Item Description and Rationale**

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**2015 SCS ITEM DESCRIPTION AND RATIONALE**

**Background**

The School Crime Supplement (SCS), a supplement to the annual National Crime Victimization Survey (NCVS), is designed to obtain additional information about school-related victimizations. This information helps policymakers; academic researchers; practitioners at the federal, state, and local levels; and special interest groups concerned with crime in schools to make informed decisions about policies and programs. The Bureau of Justice Statistics (BJS), the National Center for Education Statistics (NCES), and the Census Bureau (CB) jointly designed the survey questionnaire. The first SCS was administered in 1989, and again in 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, and 2013. The 2015 SCS will be the 11<sup>th</sup> implementation of an occasional supplement to obtain specific information about school-related victimization and disorder on a national level.

Accurate information regarding the incidence of victimization at school and the school environment is needed to monitor changes in student experiences with victimization. The SCS presents questions related to students’ experiences with, and perceptions of crime and safety at school. The question topics include: awareness of preventive measures employed by schools; students’ participation in school activities; students’ perception of school rules and enforcement of these rules; the presence of weapons, drugs, alcohol, and gangs in school; student bullying; hate-related incidents; and attitudinal questions relating to the fear of victimization at school. These responses supplement the NCVS survey instrument responses for a more complete understanding of the individual student’s circumstances.

The eight sections of the questionnaire and the specific items in each section are detailed below.

**1. Screen Questions**

<b>Questions</b>	<b>Rationale</b>
1a. Did you attend school at any time this school year? 1b. During that time were you ever home schooled? 1c. Was all of your schooling this school year home schooling? 1d. How many different schools have you attended since the start of this school year? 2a. During the time you were home-schooled this school year, what grade would you have been in if you were in a public or private school? OR 2b. What grade are you in? 3. In what month did your current school year begin?	These questions establish the eligibility of the individuals interviewed. The SCS sample universe is youth in households participating in the NCVS. However, the SCS is completed only by those youth ages 12–18 who were in primary or secondary education programs leading to a high school diploma (elementary through high school) sometime during the 6 months prior to the interview. Students exclusively home-schooled during the current school year are not included in the remainder of the survey since many questions in the SCS are not relevant to their situation.

**2. Environmental Questions**

Questions	Rationale
<p>5a. Is your school public or private?</p> <p>5b. Is this the regular school that most of the students in your neighborhood attend?</p> <p>5c. Is your school affiliated with a religion?</p> <p>6. What grades are taught in your school?</p>	<p>These questions ask about school characteristics that are used in analyzing levels of school violence.<sup>1,2,3</sup></p>
<p>7. How do you get to school most of the time this school year?</p> <p>8. How do you get home from school most of the time this school year?</p>	<p>These questions establish student exposure to school bus stops and routes, and walking routes immediately around schools, which are considered part of the school environment.</p>
<p>9. During this school year, have you participated in any of the following activities sponsored by your school:</p> <p>a. Athletic teams at school?</p> <p>b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?</p> <p>c. Performing arts, for example, Band, Choir, Orchestra, or Drama?</p> <p>d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?</p> <p>e. Student government?</p> <p>f. [IF GRADES 6, 7, or 8 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?</p> <p>[IF GRADES 9, 10, 11, or 12 ASK] Volunteer or community service clubs</p>	<p>This question asks about students' participation in various types of extra-curricular school activities.</p> <p>Providing opportunities for extra-curricular activities is a strategy associated with programs designed to reduce incidents of crime and bullying. Research shows that high levels of involvement within a school are correlated with increased student connectedness to the academic environment.<sup>4</sup> However, some studies have shown the positive effects of participation vary for different types of activities and by different student characteristics<sup>5,6</sup> making this an area of interest for current research.</p>

<sup>1</sup> Van Dorn, R. A. (2004). Correlates of violent and nonviolent victimization in a sample of public high school students. *Violence & Victims*, 19(3), 303-320.

<sup>2</sup> Lab, S. P., & Whitehead, J. T. (1992). *School Environment & School Crime: Causes & Consequences; Summary Report*.

<sup>3</sup> Kuck, D., & Popp, A. (2005). Characteristics of students and schools as predictors of being a victim of bullying: An Opportunity Theory Analysis. *Conference Papers -- American Society of Criminology*, N.PAG.

<sup>4</sup> DeVoe, J. (2009). Social bonding and school victimization: The ties that bind. *Conference Papers. American Society of Criminology*, 1.

<sup>5</sup> Peguero, A (2008). Bullying Victimization and Extracurricular Activity *Journal of School Violence*, 7(3), 71-85.

<sup>6</sup> Jiang, X. & Peterson, R. (2012). Beyond Participation: The Association Between School Extracurricular Activities and Involvement in Violence Across Generations of Immigration *Journal of Youth & Adolescence*, 41(3), 362-378.

2015 SCS Item Description and Rationale

Questions	Rationale
<p>sponsored by your school, for example, Peer Mediators, Ecology Club, Key Club, or Interact? Do not include community service hours required for graduation.</p> <p>g. Other school clubs or school activities?</p>	
<p>10. The next questions are about security measures that some schools take.</p> <p>Does your school have:</p> <ul style="list-style-type: none"> <li>a. Security guards or assigned police officers?</li> <li>b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?</li> <li>c. Metal detectors, including wands?</li> <li>d. Locked entrance or exit doors during the day?</li> <li>e. A requirement that visitors sign in and wear visitor badges or stickers?</li> <li>f. Locker checks?</li> <li>g. A requirement that students wear badges or picture identification?</li> <li>h. One or more security cameras to monitor the school?</li> <li>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</li> </ul>	<p>This series of questions establishes student awareness of various security measures in their school.</p> <p>Between 2000 and 2010, public schools reported increased use of various safety and security measures and procedures.<sup>7</sup> Question 10 differs from similar questions about school procedures in other school surveys such as SSOCS because it focuses on student awareness of these procedures. This awareness is relevant to researchers investigating whether the environment created by security measures in schools increases students' feelings of security and decreases incidents of school crime, or creates an atmosphere that is detrimental to learning and has little effect on school crime.<sup>8,9,10</sup></p>

<sup>7</sup>Robers, S., Kemp, J. & Truman, J. (2013). *Indicators of School Crime and Safety:2012* (NCES 2013-036/NCJ 241446) National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC.

<sup>8</sup> Blosnich, J., & Bossarte, R. (2011). Low-level violence in schools: Is there an association between school safety measures and peer victimization? *The Journal Of School Health, 81*(2), 107-113.

<sup>9</sup> For an extensive survey of current studies on this topic, see Nance, J. (2013) Students, Security and Race. *Emory Law Journal.* 63(1), 1-57.

<sup>10</sup> Addington, L., & Yablon, Y. (2011). How Safe Do Students Feel at School and While Travelling to School? A Comparative Look at Israel and the United States. *American Journal of Education, 117*(4); 465-493.

2015 SCS Item Description and Rationale

Questions	Rationale
<p>11. If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?</p>	<p>This question indicates if students know their school has a secure procedure for reporting potential school crime. Organizations such as US Department of Health and Human Services<sup>11</sup> and the National Crime Prevention Council<sup>12</sup> recommend establishing anonymous hotlines or websites for students to anonymously report.</p>
<p>12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?</p> <p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following:</p> <p>a. The school rules are fair.</p> <p>b. The punishment for breaking school rules is the same no matter who you are.</p> <p>c. The school rules are strictly enforced.</p> <p>d. If a school rule is broken, students know what kind of punishment will follow.</p> <p>e. Teachers treat students with respect</p> <p>16. Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following:</p> <p>There is a lot of crime in the neighborhood where you live</p> <p>17. Thinking about the neighborhood where</p>	<p>These questions help define the environment in which crime and bullying incidents occur,<sup>13,14</sup> including determining the general level of disruption and the general level of crime students encounter in their school and home neighborhoods.<sup>15,16</sup></p>

<sup>11</sup> <http://www.stopbullying.gov/prevention/at-school/rules/index.html>

<sup>12</sup> <http://www.ncpc.org/topics/school-safety/strategies/strategy-school-crime-reporting-hotline>

<sup>13</sup> Mayer, M. J., & Leone, P. E. (1999). A structural analysis of school violence and disruption: Implications for creating safer schools. *Education & Treatment Of Children*, 22(3), 333.

<sup>14</sup> Collins, J. J., Messerschmidt, P. P., Ringwalt, C. C., & Research Triangle, I. (1992). *Relationship Between School Disruption & School Social Control Activities: Summary Of Findings*,

<sup>15</sup> Smith, B. E., & Elstein, S. G. (1993). Effective ways to reduce school victimization: practical and legal concerns. *Children's Legal Rights Journal*, 14(1-2), 22-38.

<sup>16</sup> Clay-Warner, J., Bunch, J., & James, K. (2009). Procedural Justice and School Crime. *Conference Papers -- American Society of Criminology*, 1.

2015 SCS Item Description and Rationale

Questions	Rationale
<p>YOUR SCHOOL IS LOCATED, would you strongly agree, agree, disagree, or strongly disagree with the following:</p> <p>There is a lot of crime in the neighborhood where you go to school.</p>	
<p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following:</p> <p>You feel safe at your school.</p>	<p>This question is designed to collect data for analysis of the relationship between level of school crime, presence of security measures in school, and student perceptions of safety (see Rationale for question 10 above).</p>
<p>14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following: There is a TEACHER or other ADULT at school who...</p> <p>a. Really cares about you b. Listens to you when you have something to say c. Tells you when you do a good job</p> <p>15. There is a student at school who...</p> <p>a. Really cares about you b. Listens to you when you have something to say c. Believes that you will be a success</p>	<p>These questions ask about relationships in school. The presence of caring relationships has been found to be a key protective factor in multiple surveys of student experiences. Asking these questions on the SCS allows direct comparison of these factors with a wide range of potential negative school experiences such as crime, bullying, and drug availability.<sup>17</sup></p> <p>Question 14 is adapted from the California Healthy Kids Survey—one of the most widely quoted surveys measuring student protective factors. It consolidates two series of questions on relationships with adults and teachers from previous versions of the SCS. The consolidated question is designed to reduce burden without losing predictive validity.</p> <p>Question 15 asks about peer relationships in school. Research indicates that the quality of friendship is related to protective factors.<sup>18,19</sup> This item was developed and tested during the cognitive lab study to be an indicator of reciprocal, supportive school friendships.</p>
<p>19. The following question refers to the availability of drugs and alcohol at your</p>	<p>The availability of illegal substances is correlated with the general level of school crime and the</p>

<sup>17</sup> DeVoe, J. (2009). Pg. 2

<sup>18</sup> Espelage, D., Green Jr., H., & Wasserman, S. (2007). Statistical analysis of friendship patterns and bullying behaviors among youth. *New Directions for Child & Adolescent Development*, 2007(118), 61-75.

<sup>19</sup> Boulton, M.J., Trueman, M., Chau, C., Whitehand, C., & Amatya, K. (1999). Concurrent and longitudinal links between friendship and peer victimization: Implications for befriending interventions. *Journal of Adolescence*, 22, 461-466.

Questions	Rationale
<p>school.</p> <p>Is it possible for students at your school to get _____</p> <ul style="list-style-type: none"> <li>a. Alcoholic beverages?</li> <li>b. Marijuana, also known as pot, weed or mary jane?</li> <li>c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin, or Adderall?</li> <li>d. Other illegal drugs, such as cocaine, uppers, or heroin?</li> </ul> <p>20. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school?</p>	<p>likelihood that students who use these substances may be involved in crimes.<sup>20</sup></p>

### 3. Fighting, Bullying, and Hate Behaviors

This section is the main focus of the SCS: the type and extent of victimization students experience in school. This information is a key addition to the data on victimization collected by the NCVS. Using weighting factors provided by the CB, these data can be used to estimate the extent of fighting, bullying, and hate crime victimization in schools nationally. This information is crucial to educators and policymakers in prioritizing funding and program development for school systems across the country.

In 2014, the US Department of Education (ED) participated in an interagency effort to develop uniform definitions for tracking and reporting bullying among youth.<sup>21</sup> To operationalize this definition, NCES developed changes to the bullying questions used in previous SCS administrations. The changes are needed to fully define the type of bullying incidents to be reported so that students only include incidents conforming to the uniform definition of bullying.

Cognitive testing results indicate that students do not restrict themselves to reporting incidents of bullying that include the dimensions of power imbalance and repetition, although they may if these dimensions are specified separately<sup>22</sup>. However, cognitive lab testing also found that adding these two characteristics to the bullying definition presented in the SCS questionnaire reduced the estimated frequency of bullying incidents as compared to previous years. Making this change to the SCS would result in disruption in trend data from previous administrations.

<sup>20</sup> Elliott, E., & Rayne, K. (2008). Victimization rates and drug use among high school and college students. *Conference Papers -- American Society of Criminology*, 1.

<sup>21</sup> Gladden, R.M., Vivolo-Kantor, A.M., Hamburger, M.E., & Lumpkin, C.D. (2014). *Bullying Surveillance Among Youths: Uniform Definitions for Public Health and Recommended Data Elements, Version 1.0*. Atlanta, GA; National Center for Injury Prevention and Control, Centers for Disease Control and Prevention and U.S. Department of Education.

<sup>22</sup> Ybarra, M.L., Espelage, D.L., & Mitchell, K.J. (2014). Differentiating Youth Who Are Bullied From Other Victims of Peer-Aggression: The Importance of Differential Power and Repetition. *The Journal of adolescent health : official publication of the Society for Adolescent Medicine* (Article in Press DOI: 10.1016/j.jadohealth.2014.02.009).

## 2015 SCS Item Description and Rationale

NCES developed two alternate strategies to address the need to estimate incidents of bullying based on the uniform definition and the need to maintain trend data:

1. Present the historic bullying question followed by a series of questions designed to eliminate the bullying incidents reported that do not meet all required definitional elements. This approach:
  - a. allows comparisons with historic data using the responses to the first question without the responses to the follow-up questions
  - b. provides researchers the data to select out instances of bullying that do not meet the uniform definition

It is, however, cumbersome to ask this long series of questions. It also causes some confusion for field representatives and researchers because it may not be clear whether a student should answer additional questions about being bullied (how often, where), if an original response indicating bullying did occur is selected out by the follow-up questions.

2. Present a single, new question with all definitional elements of bullying included in the question prompt. This method:
  - a. is shorter to administer and eliminates ambiguity in the data
  - b. will not provide data for comparisons to earlier versions unless an adjustment factor is developed to account for the change in the question in 2015

NCES, in consultation with Census, is planning a split-half administration of the SCS survey for 2015. Half of the SCS respondents will receive the first approach – the historic bullying questions asked first, followed by questions confirming definitional elements. Half of the respondents will receive the second version – the definition of bullying given with all component elements followed by a single question asking if the student was bullied. This reduces the number of respondents completing the more cumbersome first version. Further, it allows a transition to the second, simpler version for future SCS administrations through the development of an adjustment factor. The adjustment factor will be developed from comparisons between bullying estimates derived from all three sources:

- only the historic question
- the historic question when the follow-up questions are applied, and
- the revised single question

The adjustment factor can be applied to previous years' bullying estimates from the SCS to derive estimates of the occurrence of bullying in previous years using the new definition. Census completed a power analysis indicating that differences of 10 percent or more between the versions will be detectable with the estimated sample size of the SCS.<sup>23</sup> This converted figure can be used for future trend analyses.

Below is the rationale for each version of the question in this section of the SCS. Readers should note that each respondent will be given only one series of bullying questions (22-23). Further, readers should note that fewer than 30 percent of students (based on 2011 SCS data) will get all the questions pertaining to bullying in either series, since the majority of students historically do not report any bullying.

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<sup>23</sup> Memo Census....(will add when final Census document completed).

2015 SCS Item Description and Rationale

Questions	Rationale
<p>21a. During this school year, have you been in one or more physical fights at school?</p> <p>21b. During this school year, how many times have you been in a physical fight at school?</p>	<p>Determine exposure to physical violence in school as separate from bullying.<sup>24</sup></p>
<p>Split-Half design for bullying questions</p>	
<p>Version 1</p>	
<p>22. Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you? That is, has another student...</p> <ul style="list-style-type: none"> <li>a. Made fun of you, called you names, or insulted you in a hurtful way?</li> <li>b. Spread rumors about you or tried to make other dislike you?</li> <li>c. Threatened you with harm?</li> <li>d. Pushed you, shoved you, tripped you, or spit on you?</li> <li>e. Tried to make you do things you did not want to do, for example, give them money or other things?</li> <li>f. Excluded you from activities on purpose?</li> <li>g. Destroyed your property on purpose?</li> </ul> <p>23a. When you were bullied this school year, did it happen over and over, or were you afraid it would happen over and over?</p> <p>23b. When you were bullied this school year, were you ever bullied by someone who had more power or strength than you? This could be because the person was bigger than you, was more popular, had more money, or had more power than you in another way.</p>	<p>Historic version of bullying question (see rationale above). A single bullying construct is created from those answering “yes” to any of these subquestions.</p> <p>Follow up questions designed to eliminate incidents reported that do not meet the Uniform Definition of bullying (see rationale above)</p>
<p>Version 2</p>	
<p>22. Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit,</p>	<p>Single version which presents all components of the Uniform Definition of bullying (see rationale</p>

<sup>24</sup> Noe, K., & Petras, H. (2009). Peer victimization in middle and high school: An application of latent class analysis. *Conference Papers -- American Society of Criminology*, 1.

2015 SCS Item Description and Rationale

Questions	Rationale
<p>shove, or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over an over.</p> <p>By this definition, have you been bullied at school, by another student this school year?</p> <p>22a. Was any of the bullying verbal – that is, did it involve making fun of you, calling you names, or spreading rumors about you?</p> <p>22b. Was any of the bullying physical – that is, did it involve hitting, shoving, tripping, or physically hurting you in some way?</p> <p>22c. Was any of the bullying social – that is, did it involve ignoring you or excluding you from activities on purpose in order to hurt you?</p>	<p>above).</p> <p>These follow-up questions provide additional information on types of bullying. This will allow comparisons to historic data derived from the subparts of old question 22.</p>
<p>24. During this school year, how often were you bullied?</p> <p>25. During this school year, where did the bullying occur? Did it occur...</p> <ul style="list-style-type: none"> <li>a. In a classroom at school?</li> <li>b. In a hallway or stairwell at school?</li> <li>c. In a bathroom or locker room at school?</li> <li>d. In a cafeteria or lunchroom at school?</li> <li>e. Somewhere else inside the school building? Specify _____</li> <li>f. Outside on school grounds?</li> <li>g. On the way to or from school such as on a school bus or at a bus stop?</li> <li>h. Online or by text?</li> </ul>	<p>Random acts of bullying may occur in any environment with adolescents, but more frequent occurrences may indicate things that schools need to address.<sup>25</sup></p> <p>Noting where bullying occurs is important in determining trends and to develop strategies to monitor or prevent the incidences of bullying in those environments.<sup>26</sup> Item H represents school-related cyber-bullying.<sup>27</sup> Based on the Uniform Bullying Definition, cyber-bullying is a format for bullying, not a separate type of incident. Cognitive testing results also indicated that students often experience cyber-bullying by classmates as a continuation or precursor of in-person bullying and therefore include it with reports of school-based bullying.</p>

<sup>25</sup> Elliott, E., & Rayne, K. .pg. 3

<sup>26</sup> Ringwalt, C. C., Messerschmidt, P. P., Graham, L. L., Collins, J. J., & Research Triangle, I. (1992). *Youths' Victimization Experiences, Fear of Attack Or Harm, & School Avoidance Behaviors: Summary Of Findings,*

<sup>27</sup> Bagwell, K. (2011). Students use cellphones more than computers to cyberbully. *Education Daily*, 44(189), 2.

2015 SCS Item Description and Rationale

Questions	Rationale
<p>26. Did you tell a teacher or some other adult at school about being bullied?</p>	<p>Research indicates that significant numbers of bullying incidents go unreported. Collecting this information in a confidential interview format can shed light on estimates of bullying in U.S. schools.<sup>28,29</sup> Additionally, collecting this information with reports from the same students on school attachment factors gathered in section 2 can be used to analyze what factors may increase the likelihood of reporting bullying.</p>
<p>27. This school year, how much has bullying had a negative effect on...</p> <p>a. Your school work?</p> <p>b. Your relationships with friends or family?</p> <p>c. How you feel about yourself?</p> <p>d. Your physical health – for example, caused injuries, gave you headaches or stomach aches?</p>	<p>These questions ask about the effects of bullying experienced by students. Studies have detailed the impacts of bullying on youth.<sup>30,31</sup> Bullying is related to serious health concerns that must be tracked and addressed by medical and mental health providers.<sup>32</sup></p>
<p>28. When you were bullied in school this year, did you ever think it was related to:</p> <p>a. Your race?</p> <p>b. Your religion?</p> <p>c. Your ethnic background or national origin – for example, people of Hispanic origin?</p> <p>d. Any disability you may have – such as physical, mental or developmental disabilities?</p> <p>e. Your gender?</p> <p>f. Your sexual orientation – by this we mean gay, lesbian, bisexual or straight?</p> <p>g. Your physical appearance?</p> <p>h. Some other reason?</p>	<p>Bullying disproportionately affects various subgroups of students including students with disabilities<sup>33</sup> and students identifying with non-majority racial, religious or sexual orientation groups.<sup>34</sup> The U.S. Department of Education’s Office of Special Education and Rehabilitative Services (OSERS) and Office of Civil Rights (OCR) have both issued guidance on providing free and appropriate education to all students that includes identifying and addressing issues of harassment and victimization for all students. The data from this question can be used to generate national estimates on bullying based on perceived subgroup characteristics.</p>

<sup>28</sup> Watkins, A. M., & Maume, M. O. (2011). School victims and crime reporting. *Youth Violence & Juvenile Justice*, 9(4), 333-351.

<sup>29</sup> Watkins, A., & Maume, M. (2007). We Don't Need No Notification: The Underreporting of Victimization by Students. *Conference Papers -- American Society of Criminology*, 1.

<sup>30</sup> Due P, Holstein BE, Lynch J, Diderichsen F, Gabhain SN, Scheidt P, et al. (2005) Bullying and symptoms among school-aged children: international comparative cross sectional study in 28 countries. *European Journal of Public Health* 15(2):128-132.

<sup>31</sup> Beran TN, Hughes G, Lupart J. (2008) A model of achievement and bullying: Analyses of the Canadian National Longitudinal Survey of Children and Youth data. *Educational Research* 50(1):25-39

<sup>32</sup> Cf. National Children’s Medical Center’s statement on bullying health risks at <https://www.childrensnational.org/DepartmentsandPrograms/default.aspx?Id=6089&Type=Program&Name=Clinic%20for%20Health%20Problems%20Related%20to%20Bullying> (accessed September 9, 2013).

<sup>33</sup> Swearer, S. M., Wang, C., Maag, J. M., Siebecker, A., B., & Frerichs, L. J. (2012). Understanding the bullying dynamic among students in special and general education. *Journal of School Psychology*, 50, 503-520.

<sup>34</sup> Hightow-Weidman, L. B., Phillips, G., Jones, K. C., Outlaw, A. Y., Fields, S. D., & Smith, f. C. (2011). Racial and Sexual Identity-Related Maltreatment Among Minority YMSM: Prevalence, Perceptions, and the Association with Emotional Distress. *AIDS Patient Care & Stds*, 25S39-S45. doi:10.1089/apc.2011.9877

2015 SCS Item Description and Rationale

Questions	Rationale
Specify _____	
<p>30. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender or sexual orientation? We call these hate-related words.</p> <p>31. Were any of the hate related words related to:</p> <ul style="list-style-type: none"> <li>a. Your race?</li> <li>b. Your religion?</li> <li>c. Your ethnic background or national origin – for example, people of Hispanic origin?</li> <li>d. Any disability you may have – such as physical, mental or developmental disabilities?</li> <li>e. Your gender?</li> <li>f. Your sexual orientation – by this we mean gay, lesbian, bisexual or straight?</li> </ul> <p>32. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p>	<p>Hate-related speech is not reported by adolescents as often as bullying because students are often embarrassed about the message conveyed or not sure where it falls with relation to various categories of crime/bullying that should be reported. Collecting specific information on use of hate-related words in this anonymous survey will provide school personnel and policymakers information about the extent and seriousness of the crime<sup>35</sup> and its relationship to other forms of victimization.</p>

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<sup>35</sup> Van Dorn, R. (2002). Unrecognized warning signs. *Education Week*, 22(11), 41.

**4. Avoidance**

<b>Questions</b>	<b>Rationale</b>
<p>33. During this school year, did you ever stay away from any of the following places because you thought someone might attack or harm you there?</p> <p>a. For example, did you ever stay away from the shortest route to school because you thought someone might attack or harm you?</p> <p>b. The entrance into the school?</p> <p>c. Any hallways or stairs in school?</p> <p>d. Parts of the school cafeteria?</p> <p>e. Any school restrooms?</p> <p>f. Other places inside the school building?</p> <p>g. School parking lot?</p> <p>h. Other places on school grounds?</p> <p>i. School bus or bus stop?</p> <p>34a. Did you avoid any activities at your school because you thought someone might attack or harm you?</p> <p>34b. Did you avoid any classes because you thought someone might attack or harm you?</p> <p>34c. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</p>	<p>This section asks about places and activities students avoid because of the likelihood of bullying, cyber-bullying, and physical attacks. Avoidance, where warranted, reduces the actual number of such incidents without reducing the risk that they will occur. Students who avoid going to classes are negatively affected not only by the experience of crime, but also by the loss of instructional time<sup>36</sup>.</p> <p>The information about avoidance collected here can be used to (a) estimate overall actual crime in schools in addition to that experienced by the absence of direct reporting from the individuals interviewed, and (b) analyze the impact it has on student behavior and academic performance<sup>37,38,39,40,41,42</sup>.</p>

<sup>36</sup> Barrett, Kimberly L.; Jennings, Wesley G.; Lynch, Michael J. (2012). The relationship between youth fear and avoidance of crime in school and academic experiences. *Journal of School Violence*. Vol. 11 (1), 1-20.

<sup>37</sup> Pearson, F. S., Toby, J. J., & Rutgers, U. (1992). Perceived & Actual Risks Or School-Related Victimization: Final Activities Report,

<sup>38</sup> Randa, R. (2007). The impact of incivilities on fear and routine activities in high schools. *Conference Papers -- American Society Of Criminology*, 1.

<sup>39</sup> Lab, S. P., & Whitehead, J. T. (1994). Avoidance behavior as a response to in-school victimization. *Journal of Security Administration*, 17(2), 32-45.

<sup>40</sup> Ringwalt, C. C., Messerschmidt, P. P., Graham, L. L., Collins, J. J., pg. 5

<sup>41</sup> Randa, R., Drayer, A., & Lytle, D. (2008). Routine Activities of School Children: How Fear and Disorder Influence Avoidance of Specific Places. *Conference Papers -- American Society Of Criminology*, 1.

<sup>42</sup> Hutzell, K. (2009). The Impact of Bullying Behaviors on School Avoidance. *Conference Papers -- American Society of Criminology*, 1.

**5. Fear**

Questions	Rationale
<p>35a. How often are you afraid that someone will attack or harm you in the school building or on school property?</p> <p>35b. How often are you afraid that someone will attack or harm you on a school bus or on the way to or from school?</p> <p>35c. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?</p>	<p>This section adds to the information in Section 4, Avoidance, by asking how often students fear attack or harm. Students may not be able to avoid school activities even though they may fear attending<sup>43</sup>. Fear, like avoidance, harms adolescents beyond the harm attributed to the actual crimes experienced<sup>44</sup>. Fear results in stress, which negatively affects academic performance, can lead to inappropriate psycho-social outcomes such as acting out, and can impact future orientation such as plans to complete school.<sup>45,46</sup></p>

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<sup>43</sup> Jenkins, Patricia H. (1997). School delinquency and the school social bond. *Journal of Research in Crime & Delinquency*. Vol. 34 (3), 337-367.

<sup>44</sup> U.S. Department of Education. (2006). *Indicators of School Crime & Safety: 2006*.

<sup>45</sup> Ades, L. (2007). Horror in the Halls: Examining Adolescent Fear, Avoidance, and Academic Difficulty. *Conference Papers -- American Sociological Association*, 1.

<sup>46</sup> Randa, R., Drayer, A., & Lytle, D., pg. 6.

**6. Weapons**

Questions	Rationale
<p>36. Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did you ever bring the following to school or onto school grounds:</p> <p>a. A gun?                      b. A knife brought as a weapon?                      c. Some other weapon?</p> <p>37a. Do you know of any other students who have brought a gun to your school during this school year?</p> <p>37b. Have you actually seen another student with a gun at school during this school year?</p> <p>38. During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?</p>	<p>This section asks about experiences with weapons in school. Bringing weapons to school for personal protection is another indicator of the extent of the perceived level of violence in the school. Although a student may not be directly threatened or harmed by a weapon, knowing that weapons are on campus can also lead to fear and avoidance of school.<sup>47</sup> Potential for violence escalates when students carry weapons in school. Negative academic and psycho-social outcomes are correlated with fear of weapons on campus.<sup>48,49,50</sup></p>

**7. Gangs**

Questions	Rationale
<p>39a. Are there any gangs at your school?</p> <p>39b. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?</p> <p>39c. Have gangs been involved in the sale of drugs at your school during this school year?</p>	<p>This part of the survey examines the extent of gang activity in schools. Gangs are an indicator of increased crime in schools<sup>51</sup> and require separate types of interventions to address from specific incidences of crime and bullying.<sup>52</sup></p>

<sup>47</sup> Mooij, Ton; Smeets, Ed; de Wit, Wouter. (2011). multi-level aspects of social cohesion of secondary schools and pupils' feelings of safety. *British Journal of Educational Psychology*. Vol. 81(3)3.

<sup>48</sup> Cao, L., Zhang, Y., & He, N. (2008). Carrying weapons to school for protection: An analysis of the 2001 school crime supplement data. *Journal Of Criminal Justice*, 36(2), 154-164.

<sup>49</sup> Noonan, M. (2005). Guns in schools: results from the 2003 School Crime Supplement. *Conference Papers -- American Society of Criminology*.

<sup>50</sup> Hong, Jun; Eamon, Mary. (2012). Students' perceptions of unsafe schools: An ecological systems analysis. *Journal of Child & Family Studies*. Vol. 21(3), p428-438.

<sup>51</sup> Bradshaw, C., Waasdorp, T., Goldweber, A., Johnson, S. (2013) Bullies, Gangs, Drugs and School: Understanding the Overlap and the Role of Ethnicity and Urbanicity. *Journal of Youth & Adolescence*. 42(2), pp 220-234.

<sup>52</sup> U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (2010). Best Practices to Address Community Gang Problems, OJJDP's Comprehensive Gang Model, Second edition (NCJ 231200) Washington, DC.

**8. Student Characteristics**

<b>Questions</b>	<b>Rationale</b>
<p>40. During this school year, across all subjects, have you gotten mostly: A's, B's, C's D's F's or school does not give grades/no alphabetic grade equivalents.</p> <p>41a. During the last 4 weeks of school, did you skip any classes?</p> <p>41b. During the last 4 weeks of school, on how many days did you skip at least one class?</p> <p>42. Thinking about the future, do you think you will:</p> <p style="padding-left: 20px;">a. Attend school after high school, such as a college or technical school?</p> <p style="padding-left: 20px;">b. Graduate from a 4-year college?</p>	<p>These questions focus specifically on student academic characteristics. Information about demographic characteristics is included in the main NCVS survey. These are indicators of academic behavior and planning, which may be analyzed with regard to the impact of student experiences with school violence and bullying.<sup>53,54,55,56</sup></p>

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<sup>53</sup> Wynne, S. L., & Hee-Jong, J. (2011). Predictors of school victimization: Individual, familial, and school factors. *Crime & Delinquency*, 57(3), 458-488.

<sup>54</sup> Wynne, S., & Joo, H. (2007). Predicting School Victimization: A Multi-level Approach. *Conference Papers -- American Society of Criminology*, 1.

<sup>55</sup> Kuck, D., & Popp, A., pg. 2

<sup>56</sup> DeVoe, J.,(2009) pg. 2

**Attachment 15**  
**Incoming Introductory Letter from Census**

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**NCVS-572(L) NEW YORK  
(11-2013)**



**UNITED STATES DEPARTMENT OF COMMERCE**  
**Economics and Statistics Administration**  
**U.S. Census Bureau**  
Washington, DC 20233-0001  
OFFICE OF THE DIRECTOR

**FROM THE DIRECTOR  
U.S. CENSUS BUREAU**

The U.S. Census Bureau is conducting a survey for the U.S. Department of Justice to obtain information on the type and amount of crime committed against households and individuals throughout the country. A Census Bureau representative will be contacting you soon. Our representative will show an official identification card and ask for some important information on this subject from you and your household.

The information you provide our representative will help inform the country about how much crime there is, where it occurs, when it occurs, what crime costs victims, and which segments of the population are most frequently victimized. Since many crimes are never reported to the police, information from this survey will show a more complete picture of the amount and types of crime occurring in the United States. The survey results are used in many ways, including by citizens to evaluate their vulnerabilities, by legislators and policymakers to develop programs to aid crime victims and prevent crime, and by researchers to understand various aspects of crime victimization.

Your address is part of a scientifically selected sample of addresses chosen throughout the country for participation in this survey. Because this is a sample survey, your answers represent not only you and your household, but also hundreds of other households like yours. For this reason, your voluntary cooperation is very important. I hope you will answer all the survey questions as completely and accurately as possible. Although there are no penalties for failure to answer any questions, each unanswered question substantially lessens the accuracy of the final data. Your answers will be used only to prepare statistical summaries, and no information about your household or you as an individual can be identified from these statistics. The law completely protects your confidential answers from disclosure.

Answers to the most frequently asked survey questions are on the reverse side of this letter. If you would like further information, contact the Census Bureau by writing or calling the following office:

REGIONAL DIRECTOR  
US CENSUS BUREAU  
32 OLD SLIP 9<sup>TH</sup> FLOOR  
NEW YORK NY 10005-3500

Telephone: 1-800-991-2520

Thank you for your cooperation. The Census Bureau appreciates your help.

A Message From the Director

## **What is the National Crime Victimization Survey all about?**

This survey, called the National Crime Victimization Survey, collects data measuring the types and amount of crime involving people 12 years of age and older. Periodically, the survey includes such additional topics as crime in schools, hate crime, contacts with law enforcement, and crime in the workplace.

## **How was I selected for this survey?**

Actually, we selected your living quarters, not you personally for this survey. We scientifically selected approximately 63,000 addresses across the country to represent the entire population. At each selected address, we interview household members age 12 and older. If your household should move away while your address is still in the survey, we would interview the new family that moves in.

## **Will information I provide be confidential?**

We are conducting this survey under the authority of Title 13, United States Code (U.S.C.), Section 8. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes. Also, Title 42, Section 3732, U.S.C., authorizes the Bureau of Justice Statistics, Department of Justice, to collect information using this survey. Title 42, U.S.C., Sections 3789g and 3735, also requires us to keep all information about you and your household strictly confidential. (OMB Number: 1121-0111; Expiration Date: 08/31/2015.)

## **Do I have to participate?**

The survey is voluntary, and there are no penalties for not participating. We expect the interview to take about 25 minutes. Your interview may be somewhat shorter or longer than this depending on your circumstances. If you have any comments about this survey or have recommendations for reducing its length, send them to the Chief, Victimization Statistics Branch, Bureau of Justice Statistics, Washington, DC 20531.

## **How are the data used?**

Data from this survey are used to provide information on many topics related to crime and victimization, including crime in schools, trends in violent crime, costs of crime, and the response of law enforcement to reports of victimization. To see examples of reports, tables, and charts that use data from the survey, you can visit the Bureau of Justice Statistics' Web site at [www.ojp.usdoj.gov/bjs/](http://www.ojp.usdoj.gov/bjs/).

## **I thought that the Census Bureau only operated every 10 years, when they counted people. What is the Census Bureau doing now?**

In addition to the decennial census, which is conducted every 10 years, the Census Bureau collects many different types of statistics. We conduct other censuses required by law on a regular basis, including the censuses of business and manufactures and the census of state and local governments. Additionally, we collect data on a monthly basis to provide current information on such topics as labor force participation, retail and wholesale trade, various manufacturing activities, and trade statistics, as well as yearly surveys of business, manufacturing and governments, family income, and education.

**Attachment 16**  
**Continuing Household Introductory Letter from Census**

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**NCVS-573(L) NEW YORK  
(11-2013)**



**UNITED STATES DEPARTMENT OF COMMERCE**  
**Economics and Statistics Administration**  
**U.S. Census Bureau**  
Washington, DC 20233-0001  
OFFICE OF THE DIRECTOR

**FROM THE DIRECTOR  
U.S. CENSUS BUREAU**

Several months ago, a representative from the U.S. Census Bureau contacted residents at your address in connection with the National Crime Victimization Survey, which the Census Bureau is conducting for the U.S. Department of Justice. We are grateful for the cooperation we were given then. The survey now calls for us to interview at your address again. Our representative needs to update the characteristics and experiences of the current residents of this address, whether we talked with you before or whether you moved to this address since our last interview.

This survey collects important information on the extent to which individuals in this country are victims of crime. The survey results are used in many ways, including by citizens to evaluate their vulnerabilities, by legislators and policymakers to develop programs to aid crime victims and prevent crime, and by researchers to understand various aspects of crime victimization.

A Census Bureau representative from our field office will contact you shortly to ask you and other members of your household some questions on this subject. We conduct this survey under the authority of Title 13, United States Code (U.S.C.), Section 8. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes. Also, Title 42, Section 3732, U.S.C., authorizes the Bureau of Justice Statistics, U.S. Department of Justice, to collect information using this survey. Title 42, U.S.C., Sections 3789g and 3735, also requires us to keep all information about you and your household strictly confidential.

Because this is a sample survey, your answers represent not only you and your household, but also hundreds of other households like yours. For this reason, your participation in this voluntary survey is extremely important to ensure the completeness and accuracy of the final results. Although there are no penalties for failure to answer any question, each unanswered question substantially lessens the accuracy of the final data.

Answers to the most frequently asked survey questions are on the reverse side of this letter. If you would like further information, contact the Census Bureau by writing or calling the following office:

**REGIONAL DIRECTOR  
US CENSUS BUREAU  
32 OLD SLIP 9<sup>TH</sup> FLOOR  
NEW YORK NY 10005-3500**

Telephone: 1-800-991-2520

Thank you for your cooperation. The Census Bureau appreciates your help.

A Message From the Director

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## **How was I selected for this survey?**

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## **Will information I provide be confidential?**

We are conducting this survey under the authority of Title 13, United States Code (U.S.C.), Section 8. Section 9 of this law requires us to keep all information about you and your household strictly confidential. We may use this information only for statistical purposes. Also, Title 42, Section 3732, U.S.C., authorizes the Bureau of Justice Statistics, U.S. Department of Justice, to collect information using this survey. Title 42, Sections 3789g and 3735, U.S.C., also requires us to keep all information about you and your household strictly confidential. (OMB Number: 1121-0111; Expiration Date: 08/31/2015.)

## **Do I have to participate?**

The survey is voluntary, and there are no penalties for not participating. We expect the interview to take about 25 minutes. Your interview may be somewhat shorter or longer than this depending on your circumstances. If you have any comments about this survey or have recommendations for reducing its length, send them to the Chief, Victimization Statistics Branch, Bureau of Justice Statistics, Washington, DC 20531.

## **How are the data used?**

Data from this survey are used to provide information on many topics related to crime and victimization, including crime in schools, trends in violent crime, costs of crime, and the response of law enforcement to reports of victimization. To see examples of reports, tables, and charts that use data from the survey, you can visit the Bureau of Justice Statistics' Web site at [www.ojp.usdoj.gov/bjs/](http://www.ojp.usdoj.gov/bjs/).

## **I thought that the Census Bureau only operated every 10 years, when they counted people. What is the Census Bureau doing now?**

In addition to the decennial census, which is conducted every 10 years, the Census Bureau collects many different kinds of statistics. We conduct other censuses required by law on a regular basis, including the censuses of business and manufactures and the census of state and local governments. Additionally, we collect data on a monthly basis to provide current information on such topics as labor force participation, retail and wholesale trade, various manufacturing activities, and trade statistics, as well as yearly surveys of business, manufacturing and governments, family income, and education.

**Attachment 17**  
**SCS brochure for parents in English**

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# The School Crime Supplement (SCS) is a national survey that asks students in grades 6 through 12 about experiences they had in school.



## What is the purpose of this survey?

The purpose of this survey is to collect information about school-related victimizations on a national level. This information will assist policymakers as well as academic researchers and practitioners at the federal, state, and local levels in making informed decisions concerning crime in schools.

## Why is my child being asked to complete this survey?

Your household was one of the more than 40,000 households selected to participate in the National Crime Victimization Survey (NCVS). We are asking all students in grades 6 through 12 in those households to complete the 2013 School Crime Supplement (SCS). We are collecting data about crime in schools and how it affects students.

## Who sponsors this survey?

The U.S. Census Bureau is conducting the SCS for the National Center for Education Statistics (NCES) in partnership with the Bureau of Justice Statistics (BJS), the sponsor of the NCVS.

## How often is this survey conducted?

The SCS is conducted every other year along with the NCVS. Your child is being asked to participate in the 2013 SCS.

## What questions are on the survey for my child?

We will ask your child questions about his or her school environment, including

- Perceptions of school practices that are used to prevent school-related crimes;
- Perceptions of rules and equality at school;
- The availability of drugs, alcohol, and weapons at school;
- The presence of gangs at school;
- Whether he/she has been victimized at school or bullied; and
- Participation in extracurricular activities.

## What is the benefit of my child answering the survey?

Your child's answers provide valuable information that contributes towards making schools safer. The information will be used by others to make informed decisions about how to help prevent and reduce crime in schools.

## Will anyone find out what my child's answers are?

No, your child's answers to the survey are completely confidential. Information about specific individuals will not be revealed and the SCS findings are released ONLY in the form of statistical summaries. Names will never be

associated with answers. All information that can identify individuals will be held strictly confidential by the Census Bureau and the BJS according to the provisions stated in Title 13, U.S. Code, Section 9 and Title 42, U.S. Code, Sections 3789g and 3735 (formerly Section 3771). Only Census Bureau employees sworn to preserve this confidentiality may see the completed questionnaires. The respondents are assured confidentiality and informed that their participation is voluntary in a letter from the Director of the Census Bureau.

## Does my child have to complete this survey?

This survey is voluntary and there are no penalties for not participating, but we hope that your child will respond.

## Who uses the information from this survey?

The BJS and the NCES analyze and use the statistical data produced from the SCS. The SCS is an important data source for the *Indicators of School Crime and Safety* report released annually by the NCES. Other SCS data users include legislators; policymakers; academic researchers; practitioners at the federal, state, and local government levels; and special interest groups who are concerned with crimes committed at school.

## Some findings

Some findings from the 2009 SCS include

- About 28.0 percent of all students ages 12-18 reported that they were bullied at school.
- Cyber-bullying, which could have occurred anywhere, on or off school property, was reported by 6.0 percent of all students ages 12-18.
- About 36.3 percent of students ages 12-18 who were bullied at school and 31.5 percent of students who were cyber-bullied anywhere notified a teacher or other adult at school about the event.
- About 3.9 percent of students ages 12-18 reported that they were victims of any crime at school.
- About 2.8 percent of both males and females ages 12-18 reported being victims of theft at school.
- Among students ages 12-18 who had been bullied, 67.2 percent reported that they were bullied once or twice in the school year, 18.7 percent reported bullying once or twice a month, 7.8 percent reported bullying once or twice a week, and 6.3 percent reported bullying almost every day.

## Publications

The NCES publishes a wide variety of special reports on crime in schools, including the *Crime, Violence, Discipline, and Safety in U.S. Public Schools* and *Indicators of School Crime and Safety*. To learn more about these reports or the SCS, please visit <http://nces.ed.gov/programs/crime>.

## Useful Information

- Child Help USA National Child Abuse Hotline  
1-800-4-A-CHILD (1-800-422-4453)
- Suicide Prevention Lifeline  
1-800-273-TALK (1-800-273-8255)
- [www.StopBullying.gov](http://www.StopBullying.gov)
- [www.victimsofcrime.org/help-for-crime-victims/national-hotlines-and-helpful-links](http://www.victimsofcrime.org/help-for-crime-victims/national-hotlines-and-helpful-links)

National Center for Education Statistics  
Institute of Education Sciences

1990 K Street NW  
Washington, DC 20006-5651

[nces.ed.gov](http://nces.ed.gov)  
202-502-7300

[www.ed.gov](http://www.ed.gov)



[ies.ed.gov](http://ies.ed.gov)

# Your Child's Experiences at School

The School Crime Supplement (SCS) to the National Crime Victimization Survey for Students in Grades 6 Through 12

Coming soon:  
Your child will be contacted to complete the survey between January and June 2013.

**Attachment 18**  
**SCS brochure for students in English**

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## Publications

The NCES publishes a wide variety of special reports on crime in schools, including the *Crime, Violence, Discipline, and Safety in U.S. Public Schools* and *Indicators of School Crime and Safety*. To learn more about these reports or the SCS, please visit <http://nces.ed.gov/programs/crime>.

## Useful Information

- Child Help USA National Child Abuse Hotline  
1-800-4-A-CHILD (1-800-422-4453)
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- [www.StopBullying.gov](http://www.StopBullying.gov)
- [www.victimsofcrime.org/help-for-crime-victims/national-hotlines-and-helpful-links](http://www.victimsofcrime.org/help-for-crime-victims/national-hotlines-and-helpful-links)

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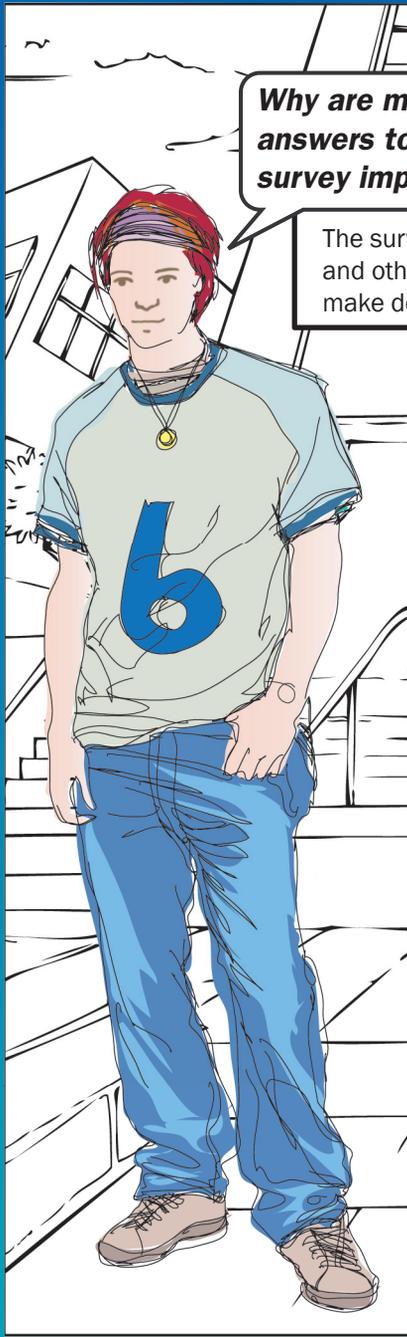
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# Tell Us About Your Experiences at School

**The School Crime Supplement  
(SCS) to the National Crime  
Victimization Survey for  
Students in Grades 6  
Through 12**



The School Crime Supplement (SCS) is a national survey that asks students in grades 6 through 12 about experiences they had in school.



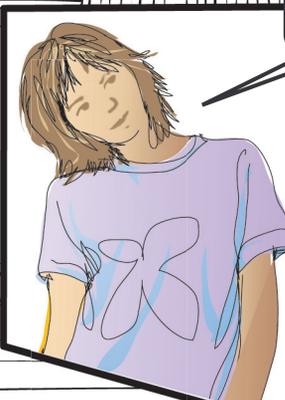
**Why are my answers to the survey important?**

The survey helps school administrators and others interested in school crime make decisions about school safety.



**Do I have to take the survey?**

The survey is voluntary and there are no penalties for not participating, but we hope that you respond.



**What will the survey ask me?**

We will ask you about fighting, bullying, cyber-bullying, weapons, and drugs and gangs at your school, among other things.



**Will anyone find out what my answers are?**

No, your answers to the survey are completely confidential. Your name will never be associated with your answers.



**Why am I being asked to complete this survey?**

Your household was one of more than 40,000 households selected to participate in the National Crime Victimization Survey. We're asking all students in grades 6 through 12 in those households to complete the School Crime Supplement. We are collecting data about crime in schools and how it affects students.

**Stay tuned!**

You will be contacted to complete the survey between January and June 2013.

**Attachment 19**  
**SCS brochure for parents in Spanish**

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**El Suplemento de Delitos en la Escuela (SCS) es una encuesta nacional que les pregunta a estudiantes de 6° a 12° grados escolares acerca de las experiencias que tuvieron en la escuela.**



### **¿Cuál es el propósito de esta encuesta?**

El propósito de esta encuesta es recopilar información sobre victimización de estudiantes en las escuelas a nivel nacional. Esta información asistirá a los diseñadores de políticas, así como a los investigadores académicos y practicantes a nivel federal, estatal y local a tomar decisiones informadas con respecto a delitos en las escuelas.

### **¿Por qué le pidieron a mi hijo(a) que completara esta encuesta?**

Su hogar fue uno de los más de 40,000 hogares seleccionados para participar en la Encuesta Nacional de Víctimas de Delitos (NCVS). Les pedimos a todos los estudiantes de grados 6 a 12 que viven en estos hogares que completen la Suplemento de Delitos en la Escuela (SCS) del 2013. Estamos recopilando datos acerca de delitos en las escuelas y como afectan a los estudiantes.

### **¿Quién es el patrocinador de esta encuesta?**

La Oficina del Censo de EE.UU. está llevando a cabo la SCS para el Centro Nacional para Estadísticas de la Educación (NCES) en conjunto con la Oficina de Estadísticas Judiciales (BJS), que es el patrocinador de la NCVS.

### **¿Con qué frecuencia llevan a cabo esta encuesta?**

La SCS se lleva a cabo cada 2 años, a la par con la NCVS. Pedimos que su hijo(a) participe en la SCS del 2013.

### **¿Qué preguntas de la encuesta ha de contestar mi hijo(a)?**

Le preguntaremos a su hijo(a) sobre el ambiente de su escuela, incluyendo

- Percepción de las prácticas de la escuela usados para prevenir los delitos en la escuela;
- Percepciones de las reglas e igualdad en la escuela;
- La disponibilidad de drogas, alcohol y armas en la escuela;
- La presencia de pandillas (gangs) en la escuela;
- Si él o ella ha sufrido intimidación o ha sido perseguido(a) (bullied) en la escuela; y
- Participación en actividades extracurriculares.

### **¿Cuál es el beneficio para mi hijo(a) si contesta a la encuesta?**

Las respuestas de su hijo(a) proporcionarán información muy valiosa que contribuirá a una mayor seguridad en la escuela. Esta información la usarán otras personas para tomar decisiones informadas para asistir a prevenir y reducir los delitos en las escuelas.

### **¿Alguien se enterará de las respuestas de mi hijo(a)?**

No, las respuestas de su hijo(a) en esta encuesta son completamente confidenciales. Información específica sobre individuos no será divulgada y los resultados de la SCS serán publicados SOLO en forma de resúmenes estadísticos. Los nombres nunca serán asociados con las respuestas. Toda la información que pudiera identificar a un individuo se mantendrá estrictamente confidencial por la Oficina del Censo de EE.UU. y BJS, de acuerdo a las provisiones fijadas en el Título 13, Código de los Estados Unidos, Sección 9 y en el Título 42, Código de los Estados Unidos, secciones 3789g y 3735 (previamente Sección 3771). Solamente los empleados de la Oficina del Censo de EE.UU., quienes están bajo juramento de conservar la confidencialidad, pueden ver los cuestionarios completos. El Director de la Oficina del Censo de EE.UU., por medio de una carta, asegura a los respondientes la confidencialidad y les informa que su participación en la encuesta es voluntaria.

### **¿Tiene que completar la encuesta mi hijo(a)?**

Esta encuesta es voluntaria y no hay ninguna sanción por no participar, pero esperamos que su hijo(a) responda a las preguntas.

## ¿Quién usa la información obtenida por medio de esta encuesta?

El BJS y NCES analizan y usan los datos estadísticos producidos por el SCS. El SCS es una fuente importante de datos para el informe *Indicadores de Delitos y Seguridad en las Escuelas* que se publica anualmente por NCES. Otros usuarios de la información del SCS son legisladores; diseñadores de políticas; investigadores académicos; practicantes a nivel del gobierno federal, estatal y local; así como grupos de intereses especiales que están preocupados por los delitos cometidos en las escuelas.

## Algunos resultados

Algunos resultados de la SCS del 2009 incluyen

- Alrededor del 28.0 por ciento de todos los estudiantes de 12 a 18 años de edad reportaron que fueron intimidados (bullied) en la escuela.
- La ciber-intimidación, que pudo haber ocurrido en cualquier lugar, sobre la propiedad de la escuela o fuera de ella, fue reportada por un 6.0 por ciento de todos los estudiantes de 12 a 18 años de edad.
- Alrededor del 36.3 por ciento de estudiantes de 12 a 18 años de edad que fueron intimidados en la escuela y 31.5 por ciento de estudiantes que fueron víctimas de la ciber-intimidación en cualquier lugar reportaron el caso a un maestro o a otro adulto de la escuela.
- Alrededor del 3.9 por ciento de estudiantes de 12 a 18 años de edad reportaron que fueron víctimas de algún delito en la escuela.

- Alrededor del 2.8 por ciento de tanto niños como niñas de 12 a 18 años de edad reportaron haber sido víctimas de robo en la escuela.
- Entre estudiantes de 12 a 18 años de edad que habían sido intimidados, el 67.2 por ciento reportaron que estas intimidaciones habían ocurrido una o dos veces en el curso escolar, 18.7 por ciento reportaron que habían ocurrido una o dos veces al mes, 7.8 por ciento reportaron que habían ocurrido una o dos veces por semana, y el 6.3 por ciento reportaron que fueron intimidados casi diariamente.

## Publicaciones

NCES publica una amplia variedad de informes especiales sobre delitos en las escuelas, incluyendo *Delitos, Violencia, Disciplina y Seguridad en las Escuelas Públicas en los Estados Unidos* y *Indicadores de Delitos y Seguridad en las Escuelas*. Para conocer más acerca de estos informes o sobre el SCS, sírvase visitar: <http://nces.ed.gov/programs/crime>.

## Información Útil

- Child Help USA National Child Abuse Hotline (Ayuda Para Niños EE.UU., Línea Directa Nacional Contra el Abuso de Niños) 1-800-4-A-CHILD (1-800-422-4453)
- Suicide Prevention Lifeline (Línea Telefónica para la Prevención del Suicidio) 1-800-273-TALK (1-800-273-8255)
- [www.StopBullying.gov](http://www.StopBullying.gov)
- [www.victimsofcrime.org/help-for-crime-victims/national-hotlines-and-helpful-links](http://www.victimsofcrime.org/help-for-crime-victims/national-hotlines-and-helpful-links)

[www.ed.gov](http://www.ed.gov)



[ies.ed.gov](http://ies.ed.gov)

# Las Experiencias de su Hijo(a) en la Escuela

Suplemento de Delitos en la Escuela (SCS) de la Encuesta Nacional de Víctimas de Delitos para estudiantes de 6° a 12° grados escolares

**Próximamente:**  
Nos comunicaremos con su hijo(a) entre enero y junio del 2013 para completar la encuesta.

**Attachment 20**  
**SCS brochure for students in Spanish**

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## Publicaciones

NCES publica una amplia variedad de informes especiales sobre delitos en las escuelas, incluyendo *Delitos, Violencia, Disciplina y Seguridad en las Escuelas Públicas en los Estados Unidos* y *Indicadores de Delitos y Seguridad en las Escuelas*. Para conocer más acerca de estos informes o sobre el SCS, sírvase visitar: <http://nces.ed.gov/programs/crime>.

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National Center for Education Statistics  
(Centro Nacional para Estadísticas de la Educación)  
Institute of Education Sciences  
(Instituto de Ciencias de Educación)

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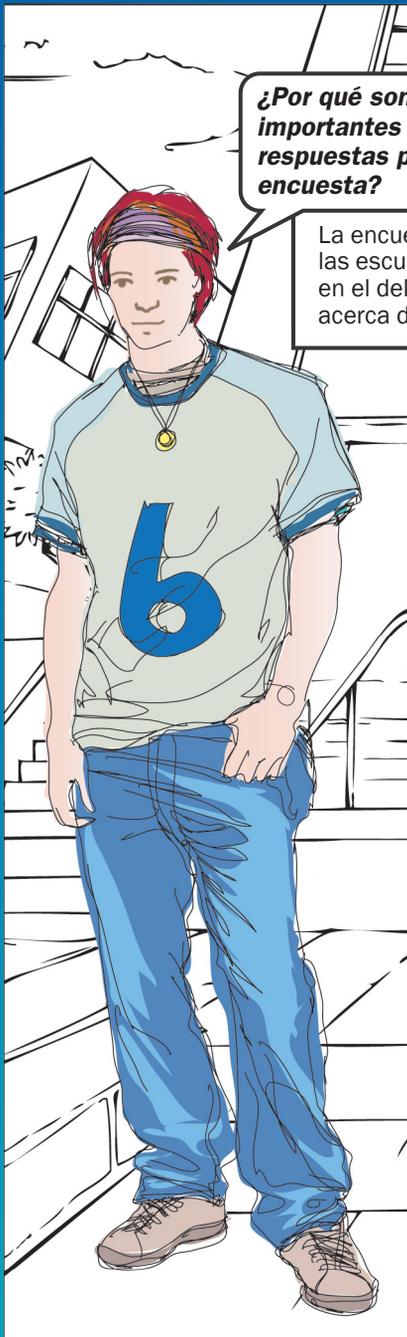
[ies.ed.gov](http://ies.ed.gov)

# Cuéntenos Acerca de SUS Experiencias en la Escuela

Suplemento de Delitos en la Escuela  
(SCS) de la Encuesta Nacional de  
Víctimas de Delitos para estudiantes  
de 6° a 12° grados escolares



**El Suplemento de Delitos en la Escuela (SCS) es una encuesta nacional que les pregunta a estudiantes de 6° a 12° grados escolares acerca de las experiencias que tuvieron en la escuela.**



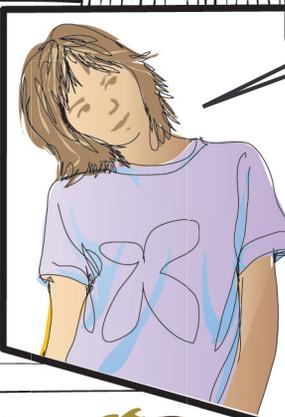
**¿Por qué son importantes mis respuestas para la encuesta?**

La encuesta ayuda a los administradores de las escuelas y otras personas interesadas en el delito escolar a tomar decisiones acerca de la seguridad en las escuelas.



**¿Tengo que participar en esta encuesta?**

La encuesta es voluntaria y no hay ninguna sanción por no participar, pero esperamos que usted responda.



**¿Qué preguntas me harán en esta encuesta?**

Le vamos a preguntar sobre las peleas, la intimidación (bullying), la ciber-intimidación, las armas, y las drogas y las pandillas (gangs) en su escuela, entre otras cosas.



**¿Alguien se enterará de mis respuestas?**

No, sus respuestas a la encuesta son completamente confidenciales. Su nombre nunca se asociará a sus respuestas.



**¿Por qué me pidieron que complete esta encuesta?**

Su hogar fue uno de los más de 40,000 hogares seleccionados para participar en la Encuesta Nacional de Víctimas de Delitos (NCVS). Les pedimos a todos los estudiantes de grados 6° a 12° que viven en estos hogares que completen el Suplemento de Delitos en la Escuela. Estamos recopilando datos sobre los delitos en las escuelas y como afectan a los estudiantes.

**¡Manténganse en contacto!**

**Nos comunicaremos con usted entre enero y junio del 2013 para completar la encuesta.**

**Attachment 21**  
**Evaluating Nonresponse Bias in the 2013 School Crime Supplement to the National Crime  
Victimization Survey**

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Final  
DSMD  
Revisions

APR 15 2014

MEMORANDUM FOR Kathryn A. Chandler  
Director, Sample Surveys Studies Program  
National Center for Education Statistics

Through: William R. Samples *WR*  
Survey Director, National Crime Victimization Survey

From: Ruth Ann Killion *Ruth Ann Killion* for RAK  
Chief, Demographic Statistical Methods Division

Prepared by: Joseph Burcham  
Demographic Statistical Methods Division

Attached is the "Evaluating Nonresponse Bias in the 2013 School Crime Supplement to the National Crime Victimization Survey" report.

cc:

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**Signatures for Version 1.0**

<b>Approving Official</b>	<b>Initials</b>	<b>Date</b>
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## Summary of Changes Page

Document Version Number	Change Request Number (CR)	Brief Description and Reasons for Change	Author/Reviewer
1.0	N/A	Original Release	Joseph Burcham

National Crime Victimization Survey

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Demographic Statistical Methods Division

U.S. Census Bureau

Evaluating Nonresponse Bias in the 2013  
School Crime Supplement to the  
National Crime Victimization Survey

Joseph Burcham

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April 7, 2014

## Evaluating Nonresponse Bias in the 2013 School Crime Supplement (SCS)

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## 1. Executive Summary

This report presents results of our analysis of various nonresponse estimates computed for the 2013 School Crime Supplement (SCS) which was a supplement to the National Crime Victimization Survey (NCVS). In addition to overall response rates, we computed response rates, respondent and non-respondent distribution estimates, and nonresponse bias estimates for various subgroups. Persons age 12-18 made up the universe for the estimates presented here.

### Our key findings are:

- The overall person response rate for the SCS was 52.5 percent. The NCVS household response rate in January to June 2013 was 85.5 percent. The NCVS person response rate for persons age 12-18 was 69.4 percent and the SCS person response rate was 88.4 percent.
- Nonresponse bias was associated with age categories. In the future, we could explore computing the NCVS noninterview adjustment within individual age categories (i.e. for each age from age 12 through 18).
- We observed high nonresponse bias in a lot of the same subgroups as we did for the 2011 SCS. This provides more evidence that the numbers indicate a true nonresponse bias problem in these subgroups and do not represent fluctuations in numbers due to a small sample.
- Item nonresponse is not a problem for this survey. Important questions have a 100 percent or nearly a 100 percent response rate.

## 2. Introduction

This document provides results from our evaluation of nonresponse in the 2013 SCS. The Office of Management and Budget (OMB) provides guidelines for conducting a nonresponse bias study when the expected unit response rate for a survey is below 80 percent. See the guidelines in [1]. The purpose of this analysis is to determine the existence and magnitude of nonresponse bias in the 2013 SCS.

### 3. Overview of 2013 SCS

The 2013 SCS was co-designed by the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS). Its purpose is to produce national level estimates of school-related victimization. The supplement took place in January-June 2013 and was administered to the same sample units that were in sample for NCVS during that time period. All persons age 12-18 who completed their NCVS interview for that time period (or had proxy interviews) were in scope for estimates of SCS unit response. For SCS item response, in addition to being age 12-18 and completing their NCVS interview, persons had to meet all of the following criteria to be in scope:

1. Attended school any time during the previous six months
2. Enrolled in grades 6-12
3. Not home schooled

All NCVS and SCS interviews were conducted in a computer-assisted personal interviewing (CAPI) environment. Interviews could be conducted by telephone or by personal visit.

There were three ways that a person could be a non-respondent to the SCS:

- The entire household did not respond to NCVS.
- The household responded to NCVS, but a person within the household (that would be in scope for SCS) did not respond to the NCVS interview. This is also known as a Type Z noninterview.
- An SCS-eligible person responded to NCVS, but did not respond to SCS.

To account for nonresponse, noninterview weighting adjustments were applied as follows:

- NCVS household noninterview adjustment – Weighting cells were formed by urbanicity, race, and whether or not the household was inside a Core Based Statistical Area (CBSA). A CBSA is a geographic entity that has an urban core of at least 10,000 population and surrounding counties with a high degree of social and economic integration with the urban core.
- NCVS person noninterview adjustment – Weighting cells were formed by region, age, race, and sex.

- SCS noninterview adjustment – Weighting cells were formed by age, race, and sex.

We defined the demographic cells for our noninterview adjustments so that cases within a cell shared similar demographic characteristics. We expect people with similar demographic characteristics to also be similar in their likelihood to respond and be similar in their victimization rates.

#### 4. Methods

Because we cannot provide school crime estimates for nonrespondents, we focused on comparing the characteristics available for both respondents and nonrespondents such as sex, race, ethnicity, urbanicity, and region.

The study involved the calculation of response rates, respondent and non-respondent distributions, and nonresponse bias estimates for several different subgroups of SCS and NCVS data. The response rates tell us the percentage of a particular subgroup that responded to the SCS or the NCVS. It is useful to compare response rates for different subgroups to detect biases.

Respondent and non-respondent distributions show us the relative number of respondents or non-respondents within the different levels of a subgroup variable. These are different from response rates. A response rate will show how many males responded whereas the respondent distribution will show how many respondents were male. We then used Chi-Square tests to determine if the respondent and nonrespondent distributions differed.

We used the “% of total” numbers and the respondent distributions to calculate the nonresponse bias estimate. The nonresponse bias estimates show the impact of nonresponse on the estimates. We calculated the person nonresponse bias estimates at the NCVS level and at the SCS level. We also computed estimates related to item nonresponse.

We produced estimates for different subgroups (such as male/female, black/non-black, different regions, etc.) to find variables that create groups of persons that are homogeneous within the group and heterogeneous between groups with respect to nonresponse. The characteristics must be available for both respondents and non-respondents.

Race and Hispanic origin are two separate variables for NCVS and SCS. OMB Guidelines state, “When data on race and ethnicity are collected separately, provision

shall be made to report the number of respondents in each racial category who are Hispanic or Latino” [2]. For this particular report, however, we computed separate estimates for race cells and Hispanic origin cells. Our sample lacked enough cases to make reliable estimates for combined race and Hispanic origin categories. Thus, for statistical purposes we decided to focus on larger, collapsed subgroups.

### *Obtaining Descriptive Variables for Non-respondents*

For SCS noninterviews, we first tried to get values for the chosen demographic variables from the corresponding NCVS interviews in the first half of 2013. If values could not be found there, we went to NCVS data from past interviews (if they existed) to get the values. Given the maximum of seven NCVS interviews, we looked back as far as 3.5 years to get these values. Similarly, for NCVS person noninterviews in the first half of 2013, we tried to get values from NCVS data from past interviews.

In NCVS production, some variables that are still blank after looking at past data are imputed using the hot deck imputation method. Hot deck imputation assigns a value collected for a person with similar characteristics to the missing value. However, we are not using allocated or imputed values in this study because we thought it would be better to use actual values for the nonrespondents when comparing respondents to nonrespondents.

### *Weights*

In the detailed weighting process for NCVS, baseweights were adjusted with several different factors:

- weighting control factor
- new permit factor
- weighting factor cap
- within-household noninterview factor
- household noninterview factor
- first-stage ratio-estimate factor
- second-stage ratio estimate factor.

For SCS, person weights were calculated using the NCVS final person weight. Since the noninterview adjustment components of the final NCVS weights were created so that respondents represented the non-respondents, the NCVS non-respondents did not have NCVS final person weights. Therefore, for this study we used base weights instead of

the NCVS final weights when computing weighted data. The base weight is the inverse of the probability of selection for a unit or person. When computing estimates for NCVS persons, we used NCVS base weights. When computing estimates for SCS persons, we used SCS base weights (NCVS final person weights).

### *Universes for the Estimates*

Many of the estimates shown in this report were computed for two different universes:

- NCVS persons (all persons age 12-18 in NCVS sample)
- SCS persons (all persons age 12-18 who completed their NCVS interview)

Note that persons with the following types of interviews are considered in scope for SCS:

- NCVS Interviews conducted in a language other than English or Spanish
- NCVS proxy interviews

For tables based on the NCVS universe, we examined NCVS nonresponse. For the tables based on the SCS universe, we examined SCS nonresponse. We include both sets of estimates because it gives us a more complete picture of SCS nonresponse. Not responding to NCVS was one reason why a person did not respond to SCS.

### *Estimates*

The response rates reported in this document are simply the weighted percentage of a certain group that responded. For example, the percentage of males that responded. For respondent distributions, the estimate for males is the weighted percentage of respondents that were male. To examine the association between nonresponse and available demographic variables, we computed chi-square tests.

To estimate nonresponse bias, we used the following formula:

$$\widehat{Bias}(\bar{y}_r) = (\bar{y}_r - \bar{y}_t) \times 100 = \left( \frac{\sum_{k \in R} W_k Y_k}{\sum_{k \in R} W_k} - \frac{\sum_{k \in T} W_k Y_k}{\sum_{k \in T} W_k} \right) \times 100$$

where

$\bar{y}_t$  = the mean based on all sample cases

- $\bar{y}_r$  = the mean based only on respondent cases  
 R = total respondents in sample  
 T = total persons in sample  
 $Y_k$  = one person with characteristic of interest  
 $W_k$  = weight of a person.

For example, we estimated the nonresponse bias for males as

$$\widehat{Nonresponse\ Bias} = \left( \frac{\text{Weighted Total Male Respondents}}{\text{Weighted Total Respondents}} - \frac{\text{Weighted Total Males}}{\text{Weighted Total Persons}} \right) \times 100$$

Ideally, nonresponse bias estimates should be based on rates of school crime. We cannot compute our nonresponse bias estimates based on school crime because we do not know the crime rates for non-respondents.

Below we show the definitions of each type of case used in unit response estimates in this report:

- NCVS interviews – Age 12-18, and we received a completed NCVS interview or a proxy interview for the person.
- NCVS non-interviews – Age 12-18, in NCVS sample, and we did not receive a completed NCVS interview for the person.
- SCS interviews – Age 12-18, we received a completed NCVS interview or proxy interview from the person, and we received a completed SCS interview as well.
- SCS non-interviews – Age 12-18, we received a completed NCVS interview or proxy interview from the person, but we did not receive a completed SCS interview.

## 5. Basic Statistics

Table 1 shows the overall response rates for NCVS households, NCVS persons age 12-18, and SCS persons, as well as a combined response rate. We estimate that only 52.5 percent of people in the SCS universe completed the SCS interview. Note that the household rate is based on all households because we do not know which non-responding households contain persons in the SCS universe.

**Table 1: Overall Unit Response Rates**

Type of Rate	Response Rate
NCVS Household	85.5%
	NCVS (12-18) 69.4%
Person	61.4%* SCS 88.4%
Overall	52.5%

\*combined NCVS and SCS person response rate

Table 2 shows the SCS noninterviews broken out by reason for non-interview. The large majority (83.9 percent) of non-interviews are straight refusals by the student.

**Table 2: SCS Noninterviews by Reason for Non-interview**

Reason for Non-interview	% of Non-interviews
Refusal	83.9%
Not available	7.3%
NCVS interview completed in a language other than English or Spanish	2.5%
Unknown reason	3.5%
Refused by parent	2.7%

Table 3 shows the unweighted total sample counts, total eligible units, and total completed interviews for the different types of sample units in the first half of 2013. The person universe only includes persons that are age 12-18.

**Table 3: Sample Counts for January - June 2013**

Sample Unit	Original Sample (Eligible & Ineligible)	Unweighted	
		Eligible Units	Completed Interviews
NCVS Households	63,774	53,152	45,398
NCVS Persons	N/A	9,552	6,632
SCS Persons	N/A	6,632	5,726

## 6. Obtaining Values of Variables for Person Non-respondents

The following tables display the number of non-interviews that received values for subgroup variables from post-interviewing sources as well as the counts by source.

**Table 4: Obtaining Values of Variables for SCS Person Non-interviews**

Variable	Total Non-interviews	Obtained from Current or Past NCVS Data	Still Blank
Age	906	869	37
Sex	906	906	0
Race	906	899	7
Hispanic	906	904	2

**Table 5: Obtaining Values of Variables for NCVS Person (Age 12-18) Non-interviews**

Variable	Total Non-interviews	Obtained from Current or Past NCVS Data	Still Blank
Age	2,920	2,676	244
Sex	2,920	2,917	3
Race	2,920	2,897	23
Hispanic	2,920	2,909	11

As shown in the above tables, we were able to obtain values of the subgroup variables from current or past NCVS data for the large majority of person non-interviews. Therefore, we expect the subgroup estimates presented in this document to be reliable in terms of the characteristics of interviews versus non-interviews.

## 7. Person Nonresponse Estimates

This section shows response rates, respondent and non-respondent distributions, and nonresponse bias estimates for persons, and includes a discussion of person nonresponse estimates. We present two tables for each type of estimate. One of the tables is for SCS persons and the other table is for NCVS persons. Due to the small number of blank values for the subgroup variables (as shown in section 6), we generally do not provide the “blank” categories in the following tables. The exception is for the tables of distributions, where it is useful to see the percentage accounted for by blanks.

## Response Rates

Table 6 shows response rates for all NCVS persons, age 12-18, by subgroup variable.

Table 6: Person Response Rates for NCVS Persons

Characteristic	% of Total	Response Rate (%)
<b>Age</b>		
12	14.2%	72.3%
13	14.7%	76.2%
14	13.7%	68.0%
15	13.7%	69.0%
16	13.8%	68.6%
17	13.9%	69.3%
18	12.7%	73.4%
<b>Sex</b>		
Male	51.5%	69.1%
Female	48.4%	69.9%
<b>Race</b>		
White Only	77.1%	69.6%
Black Only	13.3%	67.4%
Asian Only	4.5%	69.5%
All Others	4.9%	73.3%
<b>Hispanic Origin</b>		
Hispanic	21.4%	75.9%
Non-Hispanic	78.4%	67.7%
<b>Urbanicity</b>		
Urban	27.5%	71.1%
Suburban	49.6%	67.6%
Rural	22.9%	71.3%
<b>Region</b>		
Northeast	15.8%	63.1%
Midwest	24.2%	67.5%
South	36.0%	71.9%
West	24.0%	71.8%
<b>Overall</b>	<b>100%</b>	<b>69.4%</b>

Table 7 shows response rates for SCS persons, by subgroup variable.

Table 7: Person Response Rates for SCS Persons

Characteristic	% of Total	Response Rate (%)
<b>Age</b>		
12	13.4%	83.6%
13	14.6%	84.5%
14	13.7%	91.5%
15	14.1%	88.1%
16	14.1%	90.1%
17	14.3%	86.1%
18	14.6%	84.2%
<b>Sex</b>		
Male	51.1%	86.3%
Female	48.9%	86.6%
<b>Race</b>		
White Only	75.0%	86.3%
Black Only	15.3%	87.4%
Asian Only	4.5%	87.4%
All Others	5.0%	85.9%
<b>Hispanic Origin</b>		
Hispanic	22.7%	86.4%
Non-Hispanic	77.2%	86.5%
<b>Urbanicity</b>		
Urban	28.7%	86.0%
Suburban	48.7%	86.6%
Rural	22.6%	86.8%
<b>Region</b>		
Northeast	16.1%	84.5%
Midwest	23.8%	84.3%
South	35.7%	86.6%
West	24.4%	89.7%
<b>Overall</b>	<b>100%</b>	<b>88.4%</b>

*Respondent and Non-respondent Distributions*

Tables 8 and 9 show comparisons of respondent and non-respondent distributions for persons in the different subgroups.

Table 8: Person Respondent and Non-respondent Distributions for NCVS Persons

Characteristic	Person Respondent %	Person Non-respondent %	Chi-Square Statistic (df)	P-value
<b>Age</b>				
12	14.8%	12.8%		
13	16.1%	11.4%		
14	13.4%	14.4%		
15	13.6%	13.9%		
16	13.6%	14.1%		
17	13.8%	13.9%	1321.43 (7)	< 0.0001
18	13.5%	11.1%		
Blank	1.2%	8.4%		
<b>Sex</b>				
Male	51.3%	52.2%		
Female	48.7%	47.7%	3.17 (2)	0.08
Blank	0.0%	0.1%		
<b>Race</b>				
White Only	77.3%	76.5%		
Black Only	12.9%	14.2%		
Asian Only	4.5%	4.5%		
All Others	5.1%	4.3%	48.80 (4)	< 0.0001
Blank	0.1%	0.5%		
<b>Hispanic Origin</b>				
Hispanic	23.4%	16.9%		
Non-Hispanic	76.5%	82.7%	166.60 (2)	< 0.0001
Blank	0.1%	0.4%		
<b>Urbanicity</b>				
Urban	28.2%	26.0%		
Suburban	48.3%	52.5%		
Rural	23.6%	21.5%	14.83 (2)	0.0006
<b>Region</b>				
Northeast	14.3%	19.1%		
Midwest	23.6%	25.8%		
South	37.3%	33.1%	68.76 (3)	< 0.0001
West	24.8%	22.1%		
<b>Overall</b>	<b>100%</b>	<b>100%</b>		

Table 9: Person Respondent and Non-respondent Distributions for SCS Persons

Characteristic	Person Respondent %	Person Non-respondent %	Chi-Square Statistic (df)	P-value
<b>Age</b>				
12	13.0%	16.2%		
13	14.2%	16.6%		
14	14.5%	8.6%		
15	14.3%	12.3%		
16	14.6%	10.3%		
17	14.3%	14.8%	423.66 (7)	< 0.0001
18	14.2%	17.1%		
Blank	0.8%	4.1%		
<b>Sex</b>				
Male	51.0%	51.6%		
Female	49.0%	48.4%		
Blank	0.0%	0.0%	0.47 (2)	0.49
<b>Race</b>				
White Only	74.9%	76.1%		
Black Only	15.5%	14.2%		
Asian Only	4.6%	4.2%		
All Others	5.0%	5.2%	10.14 (4)	0.04
Blank	0.1%	0.3%		
<b>Hispanic Origin</b>				
Hispanic	22.7%	22.8%		
Non-Hispanic	77.2%	77.0%		
Blank	0.1%	0.2%	5.70 (2)	0.06
<b>Urbanicity</b>				
Urban	28.5%	29.6%		
Suburban	48.8%	48.3%		
Rural	22.7%	22.0%	0.77 (2)	0.68
<b>Region</b>				
Northeast	15.7%	18.4%		
Midwest	23.2%	27.6%		
South	35.8%	35.3%	45.19 (3)	< 0.0001
West	25.4%	18.6%		
<b>Overall</b>	<b>100%</b>	<b>100%</b>		

The chi-square tests for NCVS persons showed significant differences (at the alpha=0.10 level) for the distributions for all of the variables. The chi-square test for SCS persons showed significant differences for the distributions for four out of six variables. The distributions for sex and urbanicity were significantly different in the NCVS interview but not significantly different in the SCS interview. For the distributions that were shown

to be significantly different, one needs to determine if the differences are of practical importance. This was done using the nonresponse bias measure below.

### *Nonresponse Bias Estimates*

Our estimates of nonresponse bias are not based on school crime estimates. The estimates of nonresponse bias shown in tables 10 and 11 were computed by subtracting the third column (percentage of total persons with the characteristic of interest) from the second column (percentage of respondents with the characteristic of interest).

**Table 10: Nonresponse Bias Estimates for NCVS Persons**

Characteristic	% of Respondents	% of Total	Nonresponse Bias	Bias As Percent of "% of Total"	SE of "% of Total" Est.
<b>Age</b>					
12	14.75%	14.15%	0.60	4.2%	1.7%
13	16.09%	14.67%	1.42	9.7%	1.8%
14	13.42%	13.70%	-0.28	2.1%	1.7%
15	13.60%	13.69%	-0.09	0.7%	1.7%
16	13.60%	13.76%	-0.16	1.2%	1.7%
17	13.84%	13.87%	-0.03	0.2%	1.7%
18	13.47%	12.74%	0.73	5.7%	1.6%
<b>Sex</b>					
Male	51.27%	51.54%	-0.27	0.5%	0.6%
Female	48.73%	48.43%	0.3	0.6%	0.7%
<b>Race</b>					
White Only	77.32%	77.08%	0.24	0.3%	0.5%
Black Only	12.89%	13.29%	-0.4	3.0%	2.3%
Asian Only	4.54%	4.53%	0.01	0.1%	3.9%
All Others	5.13%	4.86%	0.27	5.5%	3.7%
<b>Hispanic Origin</b>					
Hispanic	23.43%	21.44%	1.99	9.3%	1.6%
Non-Hispanic	76.49%	78.39%	-1.9	2.4%	0.5%
<b>Urbanicity</b>					
Urban	28.17%	27.50%	0.67	2.4%	1.7%
Suburban	48.28%	49.56%	-1.28	2.6%	1.1%
Rural	23.55%	22.94%	0.61	2.7%	3.0%
<b>Region</b>					
Northeast	14.34%	15.79%	-1.45	9.2%	2.3%
Midwest	23.57%	24.24%	-0.67	2.8%	2.4%
South	37.33%	36.03%	1.3	3.6%	1.6%
West	24.76%	23.94%	0.82	3.4%	1.9%

Table 11: Nonresponse Bias Estimates for SCS Persons

Characteristic	% of Respondents	% of Total	Nonresponse Bias	Bias As Percent of “%of Total”	SE of “% of Total” Estimate
<b>Age</b>					
12	12.98%	13.41%	-0.43	3.2%	1.4%
13	14.23%	14.55%	-0.32	2.2%	1.1%
14	14.52%	13.72%	0.8	5.8%	1.1%
15	14.33%	14.06%	0.27	1.9%	1.1%
16	14.64%	14.06%	0.58	4.2%	1.1%
17	14.25%	14.32%	-0.07	0.5%	1.0%
18	14.22%	14.60%	-0.38	2.6%	1.3%
<b>Sex</b>					
Male	51.03%	51.11%	-0.08	0.2%	0.4%
Female	48.97%	48.89%	0.08	0.2%	0.5%
<b>Race</b>					
White Only	74.87%	75.03%	-0.16	0.2%	0.3%
Black Only	15.51%	15.33%	0.18	1.1%	1.6%
Asian Only	4.56%	4.52%	0.04	1.1%	2.3%
All Others	4.97%	5.00%	-0.03	0.7%	2.6%
<b>Hispanic Origin</b>					
Hispanic	22.71%	22.72%	-0.01	0.05%	1.1%
Non-Hispanic	77.24%	77.21%	0.03	0.04%	0.3%
<b>Urbanicity</b>					
Urban	28.53%	28.68%	-0.15	0.5%	1.0%
Suburban	48.77%	48.71%	0.06	0.1%	0.7%
Rural	22.70%	22.61%	0.09	0.4%	1.8%
<b>Region</b>					
Northeast	15.72%	16.09%	-0.37	2.3%	1.5%
Midwest	23.17%	23.77%	-0.6	2.5%	1.7%
South	35.75%	35.69%	0.06	0.2%	1.0%
West	25.36%	24.45%	0.91	3.7%	1.0%

For the NCVS interview, the nonresponse bias estimate for the age 13 group was 9.7 percent of the “% of total.” This estimate was significantly higher than the estimates for the age 12, 14, 15, 16, and 17 categories. The 9.3% estimate for the Hispanic category was significantly higher than the estimate for the non-hispanic category. The 9.2% estimate for the northeast region was significantly higher than the estimates for all other regions. The age 13 group, Hispanic group, and northeast region all showed positive bias, meaning that the response was very good and bias is an issue because of other corresponding categories. For example, response is good in the Hispanic category, but nonresponse among non-Hispanics contributes to a large impact of bias in the Hispanic category.

For the SCS interview, the 5.8% estimate for the age 14 group was significantly higher than the estimates for the age 13, 15, 17, and 18 categories. The 3.7% estimate in the west region was significantly higher than the estimate for the south region. No other estimates in the SCS table were significantly different.

### *Person Nonresponse Conclusions*

In the weighting process, the person non-interview adjustments are applied to cells that were created by region, age, race, and sex. We expect the weighting adjustments to reduce the effect of nonresponse, in the final weights, for these categories. Results in this report show that age subgroups have some of the highest nonresponse bias, which confirms the use of this variable in the nonresponse weighting adjustment. The SCS nonresponse weighting adjustment was performed within individual age categories (each age 12-18), but the NCVS nonresponse adjustment was performed within age ranges. The lowest age range for non-reference persons was ages 12-17. For the sake of SCS, we could explore computing the NCVS nonresponse adjustment within each of the individual ages.

The results showed NCVS nonresponse bias was highest for the age 13 group, Hispanic group, and northeast region. These results are consistent with the results given in the 2011 SCS report. Given that the SCS had a relatively small sample and the subgroups represent even smaller numbers, we would expect some fluctuations in nonresponse bias estimates. However, the fact that the same groups showed high nonresponse bias for two consecutive SCS reports provides more evidence that these subgroups truly have a high nonresponse bias associated with them.

As previous nonresponse bias reports pointed out, high nonresponse bias is shown in the Hispanic category but Hispanic origin is not used in creating cells for the noninterview weighting adjustment. For the 2011 Police Public Contact Survey (PPCS), we did an exercise where we included Hispanic origin in creating the noninterview adjustment cells. The weights did not change very much, so we decided there was not enough evidence to justify including Hispanic origin in creating the non-interview adjustment cells for production weighting.

Based on the chi-square tests and the nonresponse bias estimates, nonresponse bias seemed to be more of a problem for the given subgroups in the NCVS interview than it was for the SCS interview.

## 8. Item Nonresponse Estimates

We computed nonresponse statistics for the following items from the SCS:

- Question #17a – Is it possible to get alcoholic beverages or drugs at your school?
- Question #19a – During this school year, has any student bullied you?
- Question #19b – Thinking about all the ways in which you were bullied, how often did all those things happen?
- Question #19c – Where did the bullying occur?
- Question #19e – What were the injuries you suffered as a result of being pushed, shoved, tripped, or spit on?
- Question #20a – During this school year has another student cyberbullied you?
- Question #21b – Were any of the hate-related words related to your race, religion, etc.?
- Question #23a – During this school year, did you ever stay away from any of the following places because you thought someone might attack or harm you there?
- Question #24 – How often are you afraid that someone will attack or harm you on a school bus on the way to and from school?

Table 12: Item Response Rates

Item	Total Persons in Universe	Response Rate
Question #17a	5,008	99.4%
Question #19a	5,008	99.2%
Question #19b	1,083	100.0%
Question #19c	1,083	98.7%
Question #19e	312	100.0%
Question #20a	5,008	99.1%
Question #21b	326	100.0%
Question #23a	5,008	99.1%
Question #24	5,008	99.0%

Due to the skip pattern on the SCS questionnaire, the different items apply to different subgroups of the sample persons. For example, when respondents were asked question 19a (has any student bullied you), and the answer was “yes,” they also had to answer question 19b (how often?). If the answer for 19a was “no,” they got to skip 19b.

### *Item Nonresponse Conclusions*

As shown in Table 12, the response rate for all items are either 100 percent or nearly 100 percent. We do not have evidence that there is a nonresponse problem for items.

## 9. Limitations

1. Using past data to assign subgroup variables to non-respondents - Due to in-movers and out-movers, it is possible for subgroup variables that we get from past data to be out of date. However, we do not believe our results need to be 100% accurate in order to show major differences between respondents and non-respondents. Also, we assume that the demographics of neighborhoods do not change very much in three and one half years.
2. Determining the universe – By defining the overall universe as all persons age 12-18, we only approximate the persons in the original NCVS sample that would be in scope for SCS. The information that determines whether or not an NCVS interview is in scope for SCS is collected at the beginning of the SCS interview. Therefore, we did not know exactly how many of the NCVS non-interviews would have been in scope for SCS.
3. Dependence in the Data - Housing units were sampled for NCVS, and then persons within the sample housing units were interviewed for NCVS and SCS. This means that the sample persons were clustered within housing units, so the persons were not completely independent. The chi-square test assumes independence, so this clustering should be considered when examining the chi-square test results.

## 10. Miscellaneous

This memorandum is stored in the directory “M:\ADC-SDE\VEB\NCVS\\_Final Memos” with the name “2014-05 NCVS 2013 SCS NR Bias Report – v1.0.docx.”

## 11. References

[1] Guideline 3.2.9, *Standards and Guidelines for Statistical Surveys* (2006), Office of Management and Budget.

[2] Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity (1997), Office of Management and Budget.