

# Split-Half Administration of the 2015 School Crime Supplement to the National Crime Victimization Survey

Methodology Report

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## Overview

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This report outlines the development, methodology, and results of the split-half administration of the 2015 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). The National Crime Victimization Survey (NCVS) is sponsored by the U.S. Department of Justice, Bureau of Justice Statistics (BJS). The U.S. Census Bureau (Census) collects this information for BJS. In addition, the National Center for Education Statistics (NCES) collects data on student criminal victimization through its sponsorship of the SCS. The SCS was created as a supplemental form to the NCVS and is administered by Census along with the NCVS.

The NCVS is the nation's primary source of information on the nature of criminal victimization. The NCVS collects data each year from a nationally representative sample of households on the frequency, characteristics, and consequences of criminal victimization in the United States. Currently, the NCVS includes four supplemental surveys that are administered on a rotating basis and focus on emerging crimes, special populations, and produce estimates that are different from the core NCVS collection. The SCS is one of these surveys and focuses on school-related victimizations. The core NCVS collects data on criminal victimizations that occur at school and in locations other than at school, and the SCS collects additional national-level information about school and student characteristics that may be related to school crime. The SCS asks students questions about their experiences with, and perceptions of, crime and violence occurring inside their school, on school grounds, on the school bus, and going to or from school. The SCS contains questions not included in the NCVS, and one key area examined by the SCS concerns student reports of bullying at school.

NCES collaborated with BJS to design the SCS as a supplement to the NCVS. Census conducted the SCS along with the NCVS in 1989, 1995, 1999, and every two years from 1999 to the present. The survey is administered to youth ages 12–18 in participating NCVS households who were enrolled in any of the grades 6–12 and attended public or private school for at least part of the school year concurrent with the survey year. The 2015 SCS was administered between January and June of 2015.

The SCS questionnaire underwent an extensive review process after the 2013 survey. This review is required as part of the Office of Management and Budget (OMB) review and extension of the data collection under the Paperwork Reduction Act. The review included an evaluation of recent response patterns on the SCS survey and current research in areas of school climate, crime, and bullying addressed by the SCS. As a result of the review, a number of items in the questionnaire were revised, added, or deleted (exhibit 1). A full cross-walk of items changed or deleted from 2013 to 2015 is included in appendix A.

**Exhibit 1. Summary of changes to the 2015 School Crime Supplement relative to the 2013 version**

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1. Redesigned key bullying questions—two versions administered via split-half design
  2. Reduced net number of items by 12
  3. Revised wording on 16 questions for clarity/updates to current terminology
  4. Added/revised instructions
  5. Renumbered all items to aid field representatives and researchers in tracking related sequences of items
- 

The 2015 SCS administration contained an embedded, randomized split-half experiment to compare two versions of an updated series of questions on bullying. The updated questions were designed to collect additional data that align with the Centers for Disease Control and Prevention (CDC) and U.S. Department of Education’s uniform definition of bullying released in 2014 (Gladden et. al 2014). This definition defines bullying as incidents of unwanted peer aggression that cause harm or distress, are repeated (or that the victim fears will be repeated), and in which a power imbalance exists between the perpetrator and the victim. The 2013 SCS questionnaire presented a brief, broader definition of bullying, focused on the victim’s belief that they had been bullied followed by a series of possible aggressive behaviors they may have experienced. NCES worked in conjunction with BJS, Census, and a Technical Review Panel (TRP) of experts to review the entire 2013 survey and to develop two sets of updated questions for the 2015 survey that would provide data on repetition and power imbalance aligned with the CDC’s uniform definition, while also maintaining continuity with historical SCS data. This resulted in the development of two versions of an updated series of questions on bullying and the split-half methodology of the 2015 SCS.

In version 1 of the 2015 SCS bullying items, the questions about whether students had experienced bullying at school are presented in the same way as in the 2013 survey, followed by two new follow-up questions to determine whether any of the incidents reported included the repetition and power imbalance components of the uniform definition. Bully victimization can be estimated from just the historic items in version 1, or from the full series of questions (version 1 + repetition and power imbalance (RP) ). In the second version of the 2015 SCS, a single new question was created that presents the repetition and power imbalance elements of the uniform definition first, as part of the definition of bullying. Then students are asked if they have been bullied based on this definition (version 2). Additional follow-up questions are asked on what kind of bullying the respondent experienced—verbal, physical, or social. These follow-ups were included to collect information on the type of bullying experienced similar to that provided in version 1 which uses the longer list of possible aggressive behaviors in the historic bullying question. A summary of the different ways of determining bully victimization in the two versions appears in exhibit 2. Appendix B includes the complete 2015 SCS questionnaire with both sets of questions on bullying.

**Exhibit 2. Different question series in the 2015 School Crime Supplement used to determine how the respondent was bullied**

<b>Survey Version</b>	<b>Bully Label</b>	<b>Question series description</b>
1	Version 1	Presents the same definition of bullying and series of questions about types of bullying experienced as used in 2013 survey to determine if the respondent was bullied.
1	Version 1 + RP	Includes the 2 new follow-up questions to determine whether the any of the bullying incidents reported using version 1 included repetition and power imbalance.
2	Version 2	Presents a definition of bullying that includes repetition and power imbalance in a single question. To determine what kinds of bullying the respondent experienced (verbal, physical, social) new follow-up questions are asked.

This methodology report includes a review of the development of the 2015 SCS questionnaire, the methodology developed for the split-half administration, and the initial results from the 2015 SCS split-half experiment. The results of the split-half administration were analyzed to determine

- whether the two subsamples were comparable on key student respondent characteristics and response rates; and
- whether the estimates of the percentage of students ages 12–18 who reported having been bullied at school were significantly different for the two half-samples.

The results of these analyses indicated that the bullying estimates derived from the new 2015 SCS bullying items were not similar to estimates derived from the historic bullying items alone. However, it also was determined that the two new bullying estimates (version 1 + RP, and version 2) were not similar to each other, although both were designed to make explicit to students the same elements—repetition and power imbalance—of the uniform bullying definition. Further analysis is planned to help determine what constructs are being measured by the two new versions of the bullying questions. For the 2015 SCS, NCES recommends use of only the data collected from the historic questions presented in version 1 to derive national estimates of reported bullying victimization in school among 12 to 18 year olds. This will allow for continuity with previous NCES data and prevent the dissemination of conflicting estimates of bullying victimization from the 2015 data. Researchers are advised not to include responses from version 2 of the survey when estimating bullying victimization. Responses on all other SCS questions in version 2 are equivalent to version 1 and can be used in analysis. If researchers wish to further analyze the data from the repetition and power imbalance items in version 1 of the survey, results should be labeled to indicate that any estimates are a subset of the total population of respondents who reported that they were bullied.



## Rationale for Question Revision

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After each administration of the SCS, the results are reviewed for problems with administration, items that students have difficulty with, and recent research in school crime and violence that may indicate areas of the survey in need of revision. In 2013, NCES began the process of reviewing the SCS in preparation for the 2015 administration of the survey.

In August 2013, Synergy Enterprises, Inc. on behalf of NCES convened a TRP charged with systematically reviewing the SCS content and recent results to assess purpose, burden, and response rates, and determine if the current content, analysis, and reports provided valid and useful information for all stakeholders. The goal of the TRP was to make recommendations for adding, modifying, or deleting items for the 2015 SCS instrument. TRP members included federal and nonfederal experts on bullying, school crime, and NCVS methodology. Federal experts included representatives from the U.S. Department of Education, Census and BJS. Non-federal experts included bullying researchers, nonprofit and state-level stakeholders. Information provided to the TRP members for their review included a literature review of current research in school crime and bullying victimization and an analysis of changes in item response rates and inter-item correlations throughout the two most recent SCS administrations. Several recommendations were made to eliminate items that had poor response rates and low value/utility, update introductions and question terminology to reflect current usage and understanding, and address current research needs (see appendix A for a crosswalk of item changes from 2013 to 2015).

As part of their deliberations, the TRP members also considered the work of the Federal Partners in Bullying Prevention.<sup>1</sup> The Federal Partners sponsored a long-term review of current research and data needs in the field of bullying prevention that culminated in the publication of CDC's report *Bullying Surveillance Among Youths: Uniform Definitions for Public Health and Recommended Data Elements* (Gladden et al. 2014). This report was designed to help stakeholders "define and gather systematic data on bullying to better inform research and prevention efforts" and was "intended to improve the consistency and comparability of data collected on bullying" (Gladden et al. 2014, p. 1). Written in consultation with other federal agencies, bullying experts and educators, this document was designed to provide a single, overarching definition of bullying. The resulting CDC uniform definition is:

Bullying is any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.

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<sup>1</sup> The Federal Partners in Bullying Prevention is an interagency effort led by the U.S. Department of Education that works to coordinate policy, research, and communications on bullying topics. The Federal Partners include representatives from the U.S. Departments of Agriculture, Defense, Education, Health and Human Services, the Interior, and Justice, as well as the Federal Trade Commission and the White House Initiative on Asian Americans and Pacific Islanders.

Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm (p. 7).

As part of the TRP discussions, a representative of CDC's Division of Violence Prevention presented a summary of the background research completed for the report and the preliminary findings and recommendations. The U.S. Department of Education and NCES, as members of the Federal Partners in Bullying Prevention, are committed to helping implement the uniform definition.

The TRP also considered earlier revisions to the SCS, the rationale for the questions developed, and the alignment with other federal surveys. In 2005, a series of questions on bullying replaced a single question in earlier SCS questionnaires in order to gather more details on the type of bullying taking place in schools. This change remained in place for the 2007, 2009, 2011, and 2013 administrations. To examine differences between SCS estimates of bullying frequency and the estimates from other national surveys, in 2012 NCES contracted with ICF to conduct cognitive interviews with middle-school students to determine how students ages 11 to 14 interpret bullying questions from the different surveys. Cognitive interviewing is a structured interview method used to elicit more detailed information from individuals about how they formulate understandings of, and responses to, survey questions. A summary of the relevant findings from the June 2012 report (ICF International 2012) provided to the TRP included the following:

- Respondents' own concepts of bullying did not always include all CDC definitional elements such as repetition and power imbalance. It appeared that respondents would apply their own definitions to questions about "bullying."
- Responses to the bullying scenarios presented differed based on how bullying was defined in the questionnaire. That is, in some cases, respondents appeared to base their answers to questions about bullying on the definition presented instead of on their preexisting definitions.
- When responding to questions about bullying based on the SCS presentation of bullying behaviors, students tended to focus on the list of individual behaviors presented rather than the overall stem question about being bullied.

These findings suggested that the reasons for the differences between national surveys in bullying estimates might include question structure as well as known differences in the sampling methodology and data collection procedures.<sup>2</sup> The findings also suggested that in order to operationalize the CDC/Department of Education-endorsed uniform definition of bullying, any questions would need to present all components of the definition to students when asking them if they were bullied to ensure respondents are all reporting the same construct. The complete

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<sup>2</sup> For example, another commonly cited national estimate of bullying comes from the CDC's Youth Risk Behavior Survey (YRBS). While the SCS sampling frame is based on U.S. households, the YRBS sampling frame is based on U.S. schools serving 9<sup>th</sup>- through 12<sup>th</sup>-graders. Additionally, the YRBS is administered in paper and pencil format, while the SCS is administered by trained interviewers.

definition is long and technical and none of the instruments currently in use present all its components—nor would it be practical to present the full definition to students and expect them to attend to all the components in formulating a response. But the key elements of repetition and power imbalance which differentiate bullying from other forms of peer aggression are included in some instruments and are missing from the definition presented in the SCS.

The need to shift the way bullying is being measured on the SCS is counterbalanced by the potential issues that changing the question wording creates. The SCS has a long history of data collection, and changing the question wording would disrupt trend analysis due to issues of data comparability. Additionally, many states use the national estimates provided by the SCS as a benchmark for comparison. To align the bullying definition for the SCS with the uniform definition while still retaining the ability to compare estimates across years, NCES needed to collect any new data in a way that allowed for a bridge year to the old definition, since even a minor change in the wording of a question had the potential to “produce significant discrepancies not just in the marginals but also in the magnitude of association among items” (Bishop et al. 1978, p. 782).

There were also additional concerns among the TRP members about increased survey burden due to the addition of questions on power imbalance and repetition, as well as increased demand on student attention and processing due to the longer definition of bullying presented. NCES, BJS, and Census agreed that any questions developed should be tested with the response population before use and that there should be an attempt to offset any new questions with other changes in the survey.

## **Development of Revised Bullying Questions and Split-Half Experiment**

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Based on an examination of other surveys developed for research on bullying among youth, NCES worked in conjunction with Census to design questions for the split-half administration that were intended to

- preserve trend data on bullying rates among 12- to 18-year-olds in grades 6–12 established in 2005;
- collect additional details on bullying that allow the SCS data to be aligned with the CDC’s uniform definition; and
- not add significantly to the survey response burden.

Two versions of the bullying question series were developed for testing (exhibit 3). Version 1 presents the original SCS bullying questions focused on the types of aggression experienced and, if the respondents indicate they were bullied at school, two follow-up questions are presented to determine whether the reported bullying includes the elements of repetition and power imbalance. This allowed the development of two bullying estimates: one that continues the trend lines established by previous SCS collections, and one that is based on the additional uniform definition elements of repetition and power imbalance. Additionally, this was designed to probe how the added components of repetition and power imbalance aligned with respondents’ self-referenced bullying. Version 2 of the questionnaire presents these three elements of the uniform definition (aggression, repetition, and power imbalance) and then asks whether the respondent has been bullied at school by another student based on this definition. This version responds to concerns that (1) the SCS would not adequately operationalize the uniform definition if all elements were not presented to the respondent together, and (2) the SCS be constructed in the most efficient way to collect the necessary data without significantly increasing response time.

Census completed a cognitive interview study of the revised questions to (1) pretest the new question series, (2) fully examine whether the proposed new questions were well understood by the target population, and (3) establish validity of the new questions (e.g., did students construct responses based on the intended information reflected in each survey item). Census conducted testing in two rounds between November 2013 and February 2014 (Pascale et al. 2014). The two rounds of testing allowed some revisions to questions based on the results of the first round of testing. Evidence from the study indicated that the final versions of the questions were well understood and were capturing intended information. However, researchers noted that too few students were involved in the cognitive interviews to estimate reliably how overall bullying frequency would be affected by a change to the bullying questions on the instrument to reflect the uniform definition. Several sources of potential deviation from expected estimates of bullying were identified: (1) students receiving version 2 might answer before hearing the whole definition of bullying presented, (2) students receiving version 1 would conflate unrelated incidents to report “repetition,” and (3) despite hearing and understanding, students responding

to either version might ignore all definitional elements and report based on their own definition of “bullying.” Census recommended collecting additional data on both sets of questions.

**Exhibit 3. Differences in bullying questions for split-half administration of the 2015 School Crime Supplement**

Question number	Text	Question number	Text
Version 1 (original question series)		Version 2 (single new question)	
22	<p>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...</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>	Alt 22	<p>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?</p>
Additional questions in version 1 on repetition and power imbalance		Additional questions in version 2 on modes of bullying	
23a	When you were bullied this school year, did it happen over and over, or were you afraid it would happen over and over?	Alt 22a	Was any of the bullying verbal—that is, did it involve making fun of you, calling you names, or spreading rumors about you?
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?	Alt 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?
		Alt 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?

Ultimately, methodologists from NCES, Census, and BJS agreed that the best way to collect additional data on both new variants of the bullying question series was through the use of a split-half experiment embedded in the instrument. This would allow estimation of bullying rates based on the uniform definition while maintaining the trend in bullying data. Further, NCES would be able to compare the estimates of bullying in the population that conform to the uniform definition but are produced by the two versions (version 1 + RP vs. version 2). These can be

compared to each other and to the estimate based on the original SCS question series (version 1) in order to evaluate whether it would be possible to efficiently estimate bullying based on both the student-referenced definition and the uniform definition with only the shorter version (version 2) of the survey instrument going forward.

Based on the findings from the cognitive study NCES created the final version of the 2015 SCS, which can be found in appendix B.

Split-half experiments are effective tools for comparing different forms of similar questions and were extensively examined by Gallup and other major polling firms in the early part of the 20<sup>th</sup> Century, as researchers were able to gather large enough sample sizes to compare subsamples. See Bishop and Smith (1991) for an overview of the Gallup split-half experiments. In a split-half experiment, researchers randomly assign sampled respondents into two or more groups and administer the established survey instrument to one subsample (the “control” group) and the new survey instrument to another subsample (the “experimental” group). According to Petersen (2008, p. 323), as long as split-halves meet the following four basic criteria, the results will be valid:

- The experimental and control groups must be “identical with respect to all factors.”
- Both groups are “formed simultaneously and before the experimental factor is introduced,” so as not to be post-hoc in nature, and the “experimental factor is brought into play at the same time for both groups.”
- Both groups are independent of each other—that is, “the control group is completely shielded from the influence of the experimental group.”
- The conditions for both groups are the same so that “the only difference between the two groups is the experimental factor.”

However, the split-half experiment does have methodological limitations. For example, it can “manipulate only a single factor, and the manipulated factor [can] assume only one of two values” (Sniderman and Grob 1996, p. 379). In this case, the factor is which survey version respondents completed.<sup>3</sup> At the same time, it can only be used “to identify method-driven variance,” (pp. 380–381) and not theoretically driven variance. That is, results do not answer why changing the survey question produces a different estimate for the percentage of students who were bullied at school, only whether it does or does not result in a change in response patterns.

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<sup>3</sup> The design of version 1 in the 2015 SCS also allows investigation into how the addition of repetition and power imbalance filters affect estimates of bullying under the old definition. However, using the two split samples, investigation into how presenting the new definition (version 2) affects estimates based on the old definition cannot be provided, as each student only received one of the two versions. In order to calculate how a student receiving the old questionnaire (version 1 without follow-ups) would have answered using the new questionnaire (version 2), one may bring the two samples together by pairing control and treatment cases together that share respondent and school characteristics to create a unit of analysis that in essence reflects how a student with these attributes would have answered the survey for both the control and experimental questions (Van den Brakel 2010; Van den Brakel and Binder 2000; Van den Brakel and Renssen 2005; Van den Brakel and Roels 2010; Van den Brakel, Smith, and Compton 2008).

# Methodology for Split-Half Survey Administration

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## Sampling

The SCS was administered to all age-eligible NCVS respondents during January through June 2015. As such, the SCS sample selection is dependent on the NCVS sample. The frame used to reach the target NCVS population is the list of addresses of all living quarters in the United States compiled from the most recent decennial census and lists of housing units constructed since that most recent decennial census. Sample selection has three stages: the selection of primary sampling units or areas known as PSUs, the selection of address units (i.e., housing units or dwellings) in sample PSUs, and the identification and sampling of persons in each address unit to be interviewed.<sup>4</sup>

Each month, Census selects respondents for the NCVS using a rotating panel design. Once in the panel, respondents are administered the NCVS every 6 months (for a total of seven interviews over a 3-year period) to determine whether they have been victimized during the 6 months preceding the interview. Following the same households and individuals allows the NCVS to “bound” each reference period. A victimization incident mentioned in each administration of the survey after the first interview may be checked against previous interviews to verify that the incident is, in fact, a new one. This time period bounding helps ensure that incidents are recorded in the correct time period, and that incidents are not counted multiple times in successive interviews.

The first time a household participates in an NCVS interview is considered the incoming rotation, while the second through the seventh interviews are considered continuing rotations. The first NCVS interview is administered face-to-face using computer-assisted personal interviewing (CAPI); the remaining interviews are administered by telephone using the same computer-assisted instrument unless an in-person interview is required. After the seventh interview, the household leaves the panel and a new household is rotated into the sample. This type of rotation scheme is used to reduce the respondent burden that might result if households were to remain in the sample permanently, and at the same time improves the statistical precision in the survey estimates.<sup>5</sup>

In January–June 2015, there were 57,227 households eligible to complete the NCVS. The SCS questionnaire is administered after the NCVS to eligible persons ages 12–18 in the sample. Among those households participating in the NCVS, there were 9,372 persons ages 12–18 who were eligible to complete the SCS in 2015.

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<sup>4</sup> For more information on NCVS sampling methodology, please refer to the National Crime Victimization Survey Technical Documentation at <http://www.bjs.gov/content/pub/pdf/ncvstd13.pdf>.

<sup>5</sup> Victimization at different points in time tend to be correlated with each other for the same household. Therefore, variability in the responses from one NCVS collection to the next is reduced by retaining some households in the sample in comparison to a design that interviews a completely different set of households at each collection.

## Split-half administration

The SCS instrument is divided into seven primary parts:

- **School environment**—asks students about their school’s name,<sup>6</sup> type, grade levels, access to school and building, student activities, school organizational features related to safety, academic and teaching conditions, student-teacher relations, and drug availability.
- **Fighting, bullying, and hate behaviors**—asks students about the number and characteristics related to physical fights, incidents of bullying, and hate-related incidents.
- **Avoidance**—asks students whether they avoided certain parts of the school building or campus, skipped class, or stayed home entirely because of the threat of harm or attack.
- **Fear**—follows up with questions on whether students feel afraid in and on their way to and from school.
- **Weapons**—focuses on whether students carried weapons onto school grounds for protection or know of any students who have brought a gun to school.
- **Gangs**—asks students about their perception of gang presence and activity at school.
- **Student characteristics**—asks students about their attendance and academic performance.

Only questions in the second section related to bullying differed on the two versions of the 2015 SCS.

BJS and NCES consulted with the Demographic Statistical Methods Division (DSMD) at Census to determine if a split sample would be appropriate. DSMD evaluated a 50-percent/50-percent (50/50) split and a 25-percent/75-percent (25/75) split. They estimated that the 50/50 split could identify a difference in bullying rates of 10 percent as significant and the 25/75 split could identify a difference of 11.5 percent as significant. NCES decided to move forward with the 50/50 split sample in the 2015 SCS after the results of this analysis.

The version of the bullying questions (version 1 or 2) that appeared on the SCS CAPI instrument was designated at the household level; therefore, all household members in the same sampled address, who were eligible for the SCS, received the same version of bullying questions. The alternate forms were randomly assigned to households prior to administration. Among the 9,372 household members ages 12–18, version 1 of the survey form was assigned to 4,663 individuals and version 2 was assigned to 4,709 individuals.

To complete the SCS, household members ages 12–18 must first complete the NCVS. Of the 9,372 age-eligible individuals in NCVS households, 5,469 completed the NCVS survey and were interviewed for the SCS. Individuals were then screened to exclude students who were not in

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<sup>6</sup> School name does not appear in the SCS data file; this is used by the survey administrator to link to the Common Core of Data or the Private School Universe Survey data and determine school characteristic variables such as urbanicity and region that are appended to the 2015 SCS data file.



grades 6–12. Students who were exclusively homeschooled are also screened out of the survey, as are students who did not attend school at any point in the school year of the interview for reasons such as illness or suspension. Among those youth ages 12–18 who were found to be eligible for the 2015 SCS, a total of 4,767 completed the survey, of whom 2,344 completed version 1 and 2,423 completed version 2.

## **Weighting**

The purpose of the SCS is to be able to make inferences about criminal victimization in the U.S. 12- through 18-year-old student population. In order to draw such inferences, the sample of students must be adjusted, or weighted, to ensure it is similar to the entire population in this age group. Census developed the weights applied to the 2015 SCS data. The first step includes a combination of household-level and person-level adjustment factors that account for the three stages of sample selection in the NCVS discussed above. In the NCVS, adjustments are also made to account for both household- and person-level NCVS nonresponse which may vary by age, race/ethnicity, and sex. Additionally, a ratio adjustment to known population controls by age group, sex, and race is applied. The resulting weights are assigned to all interviewed NCVS households and persons in the data file. In the data file, this is the SCS base weight, which can be used to produce estimates that are representative of NCVS households.

A secondary weighting adjustment was also performed on the SCS data to adjust for nonresponse to the SCS among households with persons responding to the NCVS. This is the SCS person weight, used for producing estimates for the full population of SCS youth.<sup>7</sup> The additional SCS nonresponse adjustment factors include all individual ages for the SCS age range (12–18), race, sex, and Hispanic origin.<sup>8</sup> The ratio adjustment for Hispanic origin calibrated the SCS respondent weights to known totals of the Hispanic and non-Hispanic population. The 2015 SCS data are the first to include this adjustment, based on nonresponse bias analysis of the 2011 and 2013 data, which found evidence of nonresponse bias within Hispanic origin.

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<sup>7</sup> For the 2015 SCS only, the SCS person weight should be doubled when producing estimates from the bullying questions for each version of the survey separately.

<sup>8</sup> Memorandum for Michael Planty and Rachel Hansen from James B. Treat, Subject: National Crime Victimization Survey: Nonresponse Bias for the 2015 School Crime Supplement. March 24, 2016.

# Preliminary Results of 2015 School Crime Supplement

## Respondents by version

Because the SCS interview was conducted with students after their households responded to the NCVS, the unit completion rate for the SCS accounted for both the household and student completion rates. If no one in the household completed the NCVS, the household was considered to be nonresponding. The weighted household completion rate for the 2015 NCVS was 82.5 percent, and the weighted student completion rate for both the NCVS and the SCS was 57.8 percent (67.4 percent of youth ages 12–18 completed the NCVS and of those 85.8 percent then completed the SCS portion of the interview). The overall weighted SCS unit response rate (calculated by multiplying the household completion rate by the student completion rate) was therefore 47.7 percent.

Table 1 below presents the percentage of respondents in each characteristic category between version 1 and version 2 of the split-half design. This table shows whether the response rates by characteristic were different between the two half-samples. As shown, the differences appear to be minor, and none were found to be statistically significant.

**Table 1. Comparison of 2015 School Crime Supplement respondent characteristics by split-half version**

Type of characteristic	Percent of version 1 respondents	Standard error version 1 estimate	Percent of version 2 respondents	Standard error version 2 estimate	Absolute difference v1 and v2 estimates
<b>Student characteristic</b>					
<b>Age</b>					
12	14.7	0.81	14.2	0.76	0.5
13	15.8	0.77	15.1	0.73	0.7
14	15.7	0.85	15.8	0.77	0.1
15	15.1	0.68	16.6	0.83	1.6
16	16.3	0.87	14.7	0.68	1.6
17	14.3	0.76	14.9	0.76	0.6
18	8.1	0.55	8.7	0.60	0.6
<b>Sex</b>					
Male	50.5	1.14	51.7	1.09	1.2
Female	49.5	1.14	48.3	1.09	1.2
<b>Race/ethnicity</b>					
White, not Hispanic or Latino	53.4	1.52	54.2	1.56	0.8
Black, not Hispanic or Latino	14.0	1.25	15.2	1.24	1.2
Hispanic or Latino	24.2	1.38	21.8	1.51	2.4
Asian, not Hispanic or Latino	4.7	0.48	4.7	0.51	0.0
All other races, not Hispanic or Latino	3.6	0.51	4.0	0.51	0.4
<b>Grade</b>					
6 <sup>th</sup>	8.3	0.61	9.2	0.58	0.8
7 <sup>th</sup>	15.5	0.80	14.9	0.72	0.5
8 <sup>th</sup>	16.0	0.73	14.6	0.79	1.3
9 <sup>th</sup>	16.4	0.73	17.6	0.86	1.2
10 <sup>th</sup>	15.1	0.73	15.3	0.81	0.2
11 <sup>th</sup>	15.1	0.77	14.3	0.76	0.8
12 <sup>th</sup>	13.0	0.71	13.7	0.74	0.7
Other (ungraded classroom)	0.3!	0.14	†	†	†
Missing	0.4!	0.15	0.3!	0.10	0.1

See notes at end of table.

**Table 1. Comparison of 2015 School Crime Supplement respondent characteristics by split-half version—Continued**

Type of characteristic	Percent of version 1 respondents	Standard error version 1 estimate	Percent of version 2 respondents	Standard error version 2 estimate	Absolute difference v1 and v2 estimates
Household income (imputed)					
Less than \$7,500	3.9	0.58	3.1	0.47	0.8
\$7,500–14,999	6.0	0.74	6.0	0.63	0.0
\$15,000–24,999	9.9	0.91	10.0	0.82	0.1
\$25,000–34,999	11.4	0.84	11.6	0.79	0.2
\$35,000–49,999	15.2	0.99	15.0	1.01	0.2
\$50,000 or more	53.6	1.54	54.3	1.28	0.7
School characteristic <sup>1</sup>					
Region					
Northeast	16.1	1.06	14.9	1.03	1.1
Midwest	24.3	1.27	24.0	1.45	0.3
South	36.0	1.45	37.9	1.65	1.8
West	23.6	1.30	23.2	1.81	0.4
Sector					
Public	94.3	0.63	93.8	0.62	0.5
Private	5.7	0.63	6.2	0.62	0.5
Locale					
City	30.1	1.55	29.2	1.33	0.9
Suburb	39.1	1.59	38.3	1.63	0.7
Town	10.9	1.11	12.5	1.10	1.6
Rural	19.9	1.22	19.9	1.37	0.0
Missing	#	†	†	†	†
Level					
Primary	5.3	0.55	6.5	0.56	1.2
Middle	31.1	1.10	28.8	1.05	2.3
High	56.6	1.17	57.2	1.16	0.6
Other	5.6	0.59	6.5	0.69	0.9
Missing	1.2	0.25	1.0	0.25	0.2
N/A	0.3!	0.11	†	†	†
Enrollment size					
Less than 300	9.5	0.87	9.2	0.76	0.3
300–599	19.2	1.13	19.6	1.20	0.4
600–999	25.4	1.13	24.6	1.09	0.7
1,000–1,400	18.7	1.21	18.9	1.19	0.3
1,500–1,999	13.1	0.92	12.1	1.03	0.9
2,000 or more	13.4	0.84	14.7	1.27	1.4
Missing	0.8	0.18	0.8	0.21	0.0
Student-to-full-time-equivalent teacher ratio					
Less than 13 students	15.7	1.21	14.6	1.03	1.1
13 to less than 16 students	25.1	1.41	28.0	1.57	2.9
16 to less than 20 students	31.9	1.51	30.4	1.57	1.5
20 or more students	22.7	1.45	22.7	1.78	0.0
Missing	4.3	0.63	3.9	0.70	0.5
N/A	0.3!	0.12	0.4!	0.18	0.1

See notes at end of table.

**Table 1. Comparison of 2015 School Crime Supplement respondent characteristics by split-half version—Continued**

Type of characteristic	Percent of version 1 respondents	Standard error version 1 estimate	Percent of version 2 respondents	Standard error version 2 estimate	Absolute difference v1 and v2 estimates
Percent of combined American Indian/ Alaska Native, Asian/Native Hawaiian/ Other Pacific Islander, Black/African American, Hispanic/Latino, and Two or more races students					
Less than 5 percent	6.9	0.91	7.0	0.88	0.1
5 to less than 20 percent	22.0	1.31	22.4	1.70	0.4
20 to less than 50 percent	29.3	1.47	29.3	1.41	0.0
50 percent or more	39.9	1.65	39.7	1.73	0.2
Missing	1.6	0.28	1.5	0.31	0.1
N/A	0.3!	0.12	‡	‡	‡
Percent of students eligible for free or reduced-price lunch					
0 to less than 20 percent	14.0	1.14	13.8	1.06	0.3
20 to less than 50 percent	36.1	1.42	36.0	1.71	0.1
50 percent or more	43.2	1.54	43.0	1.59	0.2
Private schools	5.7	0.63	6.2	0.62	0.5
Missing	0.7	0.17	0.9	0.24	0.3
N/A	0.3!	0.12	‡	‡	‡

# Rounds to zero.

! Interpret data with caution. The standard error for the estimate is 30 to 50 percent of the estimate's value.

‡ Reporting standards not met.

<sup>1</sup> Data on school characteristics are appended to the SCS data file from the 2013–2014 Common Core of Data (CCD) or the 2013–2014 Private School Universe Study (PSS). Census links school information provided by respondents to these datasets to capture school characteristic variables. No school match was available for an estimated 528,000 students in version 1 and 536,000 students in version 2. Under each characteristic, “missing” represents missing values in the CCD or PSS record for that characteristic for schools that were matched. N/A is “not applicable” and is assigned in the CCD or PSS. Please refer to the CCD and PSS codebooks for how N/A is determined for each characteristic.

NOTE: No significant differences were found between version 1 and version 2 estimates. All comparisons were tested for statistical significance using a two-tailed *t*-test, with alpha = .05 and no adjustment for multiple comparisons.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS) 2015.

## Findings from Interviewer debriefing

The Census’ Office of the Associate Director for Demographic Programs—Survey Operations conducted a debriefing of all field representatives administering the survey.<sup>9</sup> Among the areas of interest were whether administrators found differences in the ease of administration and student understanding of questions in the two versions of the survey. Feedback was similar for both versions, and preferences among administrators were equally split. Among those representatives who had administered both versions of the survey (N = 142), 26.1 percent found version 1 more

<sup>9</sup> Memorandum for Rachel Hansen from Meagan M. Meuchel, Subject: Summary Report—2015 School Crime Supplement (SCS) Debriefing Questionnaire Results, December 22, 2015.

effective, 30.3 percent found version 2 more effective, and 43.7 percent had no preference. Half of the representatives felt version 2 was easier for students to respond to, while the other half did not. Among the comments received, 11 administrators felt version 1 was more effective because the questions were more to the point, 17 administrators felt version 2 was more effective because it was more concise, and 14 administrators felt version 2 provided a better explanation of bullying. Nonresponse rates among SCS respondents were similar on both versions and similar to response rates in previous years (table 2).

**Table 2. Weighted response rates on all bullying questions in the School Crime Supplement 2013–2015**

Questions on bullying	Percent valid responses
2015 version 1	
VS0073 Made fun of you, called you names, or insulted you in a hurtful way	98.3
VS0074 Spread rumors about you or tried to make others dislike you	98.3
VS0075 Threatened you with harm	98.3
VS0076 Pushed you, shoved you, tripped you, or spit on you	98.4
VS0077 Tried to make you do things you did not want to do	98.3
VS0078 Excluded you from activities on purpose	98.8
VS0079 Destroyed your property on purpose	98.3
SCS190 When you were bullied...did it happen over and over or were you afraid it would...	95.6
SCS191 When you were bullied...was it ever by someone who had more power or strength than you...	95.6
2015 version 2	
SCS192 [Bullying Definition]By this definition have you been bullied at school	98.7
2013 (same as version 1)	
VS0073 Made fun of you, called you names, or insulted you in a hurtful way	99.2
VS0074 Spread rumors about you or tried to make others dislike you	99.2
VS0075 Threatened you with harm	99.2
VS0076 Pushed you, shoved you, tripped you, or spit on you	99.2
VS0077 Tried to make you do things you did not want to do	99.2
VS0078 Excluded you from activities on purpose	99.2
VS0079 Destroyed your property on purpose	99.2

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2015.

## Bullying estimates

In version 1 of the 2015 survey, as in previous years, bullying victimization is calculated based on responses to all subparts of question 22. Respondents who indicate they were bullied in any of the seven ways listed are coded as “bullied.” Respondents who failed to give a “yes” or “no” response on all the subparts of the question are dropped from the bullying estimate. The remaining respondents are “not bullied” for version 1.

Using the follow-up questions on repetition (23a) and power imbalance (23b) creates a secondary estimate of what percentage of respondents experienced bullying as outlined in the CDC uniform definition. We refer to this as version 1 + RP. Among the respondents who indicated they were bullied in version 1, those who responded “yes” to both questions 23a and 23b (did the bullying happen over and over; were you bullied by someone with more power) were coded as “bullied” for version 1 + RP. If they responded “no” to either follow-up question,

they were coded as “not bullied” for version 1 + RP. If they did not give a valid response to either one of the follow-up questions, they were dropped from the version 1 + RP estimate.

In version 2, respondents were classified as being bullied based on their responses to one question. Those who reported “yes” they were bullied based on the definition presented in question Alt 22 were counted as “bullied” on version 2. Those who responded “no” were counted as “not bullied.” Those who gave an invalid response were dropped from the version 2 estimate.

Table 3 shows the percentage of students bullied at school for each of these estimates derived from the 2015 SCS. The weighted estimate of the percentage of respondents who reported being bullied at school based on version 2 (presenting all components of the CDC definition in a single question) is 8.1 percent, significantly lower than the estimate of students who were bullied based on the original SCS presentation of the definition of bullying (version 1), which is 20.8 percent. The estimate of the percentage of students who were bullied in version 2 is also significantly higher than the estimate of 4.5 percent produced by version 1 + RP, which uses the follow-up questions to filter for the additional components of repetition and power imbalance from the CDC uniform definition. The percentages in table 3 are based on only half the 2015 respondent population and may not match national estimates from the data. When generating weighted, national estimates of bullying victimization at school based on only one version of the survey, the SCS person weight is doubled.

**Table 3. Weighted bullying estimates for 2015 School Crime Supplement**

Split-half administration	Percent bullied	Percent not bullied	Standard error of the estimate
2015 version 1	20.8	79.2	0.97
2015 version 2	8.1	91.9	0.63
2015 version 1 + RP	4.4	95.6	0.51

NOTE: Weighted estimates are reported for respondents with nonmissing data for questions on bullying. The estimated total population for version 1 is 12,249,646 students and for version 2 it is 12,676,656 students.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2015.

## Conclusions

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The basic criteria for a valid split-half experiment were met in the administration of the 2015 SCS. Populations for each version of the survey had no statistically significant differences in student or school characteristics, and can therefore be assumed to be identical. The random assignment to version 1 or version 2 of the SCS was made at the household level prior to beginning the administration of the NCVS. As all members of each household were assigned to the same version of the survey, each individual could only be exposed to a single SCS version. All surveys were administered by field representatives who were trained to deliver both versions using the same CAPI protocols so that all respondents were subjected to the same conditions, with the exception of the survey version received. All questions other than those related to whether the respondent experienced bullying at school in the current school year were the same in both versions of the questionnaire. Therefore, any differences between the estimates of the percentage of respondents who were bullied at school can be attributed to the difference in the questions about bullying in the two survey versions.

Significant differences were found in the estimates of students ages 12–18 who experienced bullying at school using the two versions of the survey. Among those responding to version 1 of the 2015 SCS, an estimated 20.8 percent indicated they had been bullied at school. This is not significantly different from the estimate of 21.5 percent of respondents bullied at school on the 2013 SCS, when students received the same definition of bullying as in version 1 of the 2015 survey. Among those who received version 2 of the survey, 8.1 percent reported being bullied at school, which was significantly different from the estimates for version 1 and for the 2013 SCS. The version 2 question presented a definition of bullying that included explicit reference to repetition and power imbalance as specified in the uniform definition of bullying before asking students if they had experienced this type of victimization at school. The version 1 survey also provided an alternate presentation of the repetition and power imbalance components of the uniform definition. In version 1, two follow-up questions were presented to students who reported that they had been bullied at school, asking whether the bullying they reported included the components of repetition and power imbalance similar to the complete definition presented in version 2. This version, 1 + RP, produced an even lower estimate (4.5 percent) of the percentage of students ages 12–18 who experienced bullying with repetition and power imbalance at school than did the single question with all of the components presented in version 2 (8.1 percent). In addition to a difference in order of presentation of the repetition and power imbalance components between version 2 and version 1 + RP, there is a difference in how overall estimates of bullying are measured. In version 2, it is based on the response to a single question; in version 1 + RP, students must respond to the version 1 sequence of items that outline various types of behavior that can constitute bullying before further qualifying their responses based on repetition and power imbalance. Despite these differences, it did not appear from interviewer feedback or based on response rates that respondents found one version more difficult to understand than the other.

Plans for the future of the SCS include further investigation of the repetition and power imbalance components of the uniform definition prior to finalizing a version of the SCS for the 2017 administration. NCES and Census plan to conduct additional cognitive research on the version 1 bullying question series, including expanded questions on repetition and power imbalance that seek information on how students' experiences with bullying align with these elements.

The different estimates of bullying produced by version 1 alone and the two halves that address the uniform definition of bullying (version 1 + RP and version 2) suggest that students' experiences and understanding of bullying victimization may not be aligned with the uniform definition. Without further understanding of these relationships, NCES is planning to include only the version 1 results in their reporting of bullying estimates for the 2015 SCS. This will align estimates with the data collected on the SCS since 2005. Researchers working with these data should double the SCS person weight for the half-sample receiving version 1 when estimating the total population of bullied students in version 1 to adjust for the reduction in the response population included in the estimate.



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**Appendix A: School Crime Supplement to the National  
Crime Victimization Survey Details of Survey Question  
Changes From 2013 to 2015**

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## School Crime Supplement to the National Crime Victimization Survey:

### Details of Survey Question Changes from 2013 to 2015

2013 Item number	2013 Question	Change	2015 Item Number	2015 Question
		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
10	How long does it take you to get from your home to school most of time?	deleted		
12a	Are students in your grade level allowed to leave school grounds to eat lunch?	deleted		
12b	How often do you leave school grounds at lunch time?	deleted		
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:
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?
14a.e	A requirement that visitors sign in?	reworded	10e	A requirement that visitors sign in and wear visitor badges or stickers?
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?
15b	In general, how often do teachers punish students during your classes?	deleted		
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:			
16a.a	Everyone knows what the school rules are	deleted		

## School Crime Supplement to the National Crime Victimization Survey:

### Details of Survey Question Changes From 2013 to 2015

2013 Item number	2013 Question	Change	2015 Item Number	2015 Question
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		
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...
		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.
16e.b	You feel safe in the neighborhood where you live.	deleted		See new item 18
16f.a	There is not a lot of crime in the neighborhood where you go to school.	reworded	17	There is a lot of crime in the neighborhood where you go to school.

## School Crime Supplement to the National Crime Victimization Survey:

### Details of Survey Question Changes From 2013 to 2015

2013 Item number	2013 Question	Change	2015 Item Number	2015 Question
16f.b	You feel safe in the neighborhood where you go to school.	deleted		
		new	18	Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following... You feel safe at your school.
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 ____?
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?
17a.c	Crack	deleted		Merged into new item 19d and placed after item 19c (prescription drugs)
17a.d	Other forms of cocaine	deleted		
17a.e	Uppers such as ecstasy, crystal meth, or other illegal stimulants.	deleted		
17a.f	Downers such as GHB or sleeping pills	deleted		
17a.g	LSD or acid	deleted		
17a.h	PCP or angel dust	deleted		
17a.i	Heroin or smack	deleted		
17a.k	Other illegal drugs	reworded	19d	Other illegal drugs, such as cocaine, uppers, or heroin.
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?
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		

## School Crime Supplement to the National Crime Victimization Survey:

### Details of Survey Question Changes From 2013 to 2015

2013 Item number	2013 Question	Change	2015 Item Number	2015 Question
19a <sup>1</sup>	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....	The shaded section has been reworked. Items are presented in two versions for split-half administration	22	version 1 Same as 19a
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?		22a–g	Same as 19a.a-a.g
		new	23a	When you were bullied this year, did it happen over and over, or were you afraid it would happen over and over?

## School Crime Supplement to the National Crime Victimization Survey:

### Details of Survey Question Changes From 2013 to 2015

2013 Item number	2013 Question	Change	2015 Item Number	2015 Question
		new	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?
19a and 19a.a– a.g		reworded	Alt 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?
		new	22a	Was any of the bullying verbal—that is, did it involve making fun of you, calling you names, or spreading rumors about you?
		new	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?
		new	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?
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?

## School Crime Supplement to the National Crime Victimization Survey:

### Details of Survey Question Changes From 2013 to 2015

2013 Item number	2013 Question	Change	2015 Item Number	2015 Question
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...?
19c.7	On a school bus?	reworded	25.7	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?
19e	What were the injuries you suffered as a result of being pushed, shoved, tripped, or spit on?	deleted		
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		
		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



## School Crime Supplement to the National Crime Victimization Survey:

### Details of Survey Question Changes From 2013 to 2015

2013 Item number	2013 Question	Change	2015 Item Number	2015 Question
20a <sup>2</sup>	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		See new item 25.8 above
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		
20a.d	Threatened 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 communication?	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		

## School Crime Supplement to the National Crime Victimization Survey:

### Details of Survey Question Changes From 2013 to 2015

2013 Item number	2013 Question	Change	2015 Item Number	2015 Question
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...?
		new	28a	Your race?
		new	28b	Your religion?
		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?
21b.f	Your sexual orientation?	reworded	31f	Your sexual orientation—by this we mean gay, lesbian, bisexual, or straight?
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?
		new	33i	School bus or bus stop?

## School Crime Supplement to the National Crime Victimization Survey:

### Details of Survey Question Changes From 2013 to 2015

2013 Item number	2013 Question	Change	2015 Item Number	2015 Question
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		
		new	Section I Intro	Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.

<sup>1</sup> Question series 22 and 23 were designed to be presented in a split-half design: version 1—questions 22 and 23a–b; version 2—questions alt 22 and 22a–c. The purpose of the split-half administration is to preserve historic trend data on rates of bullying victimization at school while testing new wording based on components of Uniform Definition of Bullying published in 2014.

<sup>2</sup> Section on cyberbullying “anywhere” has been deleted. This is part of the change to align with the Uniform Definition of Bullying which includes cyberbullying as a mode of bullying. It also better aligns with the purpose of the SCS which is designed to collect information on victimization at school.

## Appendix B: 2015 School Crime Supplement Questionnaire

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Please note: SCS questions are presented orally by an interviewer to respondents using an interactive, computer-based version of the survey. This static version is provided for reference purposes only and includes both versions of the bullying questions (pages B-9 and B-10). Only one version was presented to each respondent. Version 1 includes questions 22a–g (historic items) and 23a–b (additional repetition and power imbalance items). Version 2 includes questions Alt 22 and Alt 22a–c. Instructions for skip patterns, check items, and variable labels (in red) are not read by the interviewer.

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 3795, 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 <b>SCS-1</b> U.S. DEPARTMENT OF COMMERCE Economics and Statistics Administration	
<p>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 1996, no such persons are required to respond to a collection of information unless such collection displays a valid OMB control number.</p>		<p>U.S. Census Bureau ACTING AS COLLECTING AGENCY FOR THE BUREAU OF JUSTICE STATISTICS U.S. DEPARTMENT OF JUSTICE</p> <p>SCHOOL CRIME SUPPLEMENT TO THE NATIONAL CRIME VICTIMIZATION SURVEY 2015</p> <p><b>QUESTIONNAIRE</b></p>	
<p><b>Control number</b> Survey Code PSU Frame Code Sample Designation/Suffix Sequence# HH# Time of Interview</p>			
<b>A. FR Code</b>	<b>B. Respondent</b>	<b>Line No.</b>	<b>Age</b>
001      □□□		002 □□	003 □□
<p><b>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.</b></p> <p><b>C. Type of SCS Interview</b></p> <p>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 - <i>SKIP to ITEM D</i></p>		<p><b>D. Reason for SCS noninterview</b></p> <p>005    2 <input type="checkbox"/> Refused - Respondent refused                For themselves                3 <input type="checkbox"/> Not available                4 <input type="checkbox"/> NCVS completed in a                Language other than                English or Spanish                5 <input type="checkbox"/> Unknown reason (internal                category created for post data                collection processing)                6 <input type="checkbox"/> Refused - Parent or other                Person refused for respondent</p> <p style="text-align: right;"><b>SKIP to END</b></p>	
<p><b>INTRO 1 -</b> 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.</p>			
<b>E. SCREEN QUESTIONS FOR SUPPLEMENT</b>			
<p><b>E_ATTENDSCHOOL</b></p> <p>1a. Did you attend school at any time this school year?</p>		<p>008    1 <input type="checkbox"/> Yes                2 <input type="checkbox"/> No - <i>SKIP to END</i></p>	
<p><b>E_HOMESCHOOL</b></p> <p>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?</p>		<p>092    1 <input type="checkbox"/> Yes                2 <input type="checkbox"/> No - <i>SKIP to 1d, E_DIFFSCHOOL_ATTENDED</i></p>	
<p><b>E_ALLHOMESCHOOL</b></p> <p>1c. Was all of your schooling this school year homeschooling?</p>		<p>007    1 <input type="checkbox"/> Yes - <i>SKIP to END</i>                2 <input type="checkbox"/> No</p>	
<p><b>E_DIFFSCHOOL_ATTENDED</b></p> <p>1d. How many different schools have you attended this school year?</p> <p>Include your homeschooling as one school. (only asked if student answered "yes" to being homeschooled)</p>		<p>185SCS    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, **E\_HOMESCHOOL** = "No") Skip to 2b, **WHATGRADE**. If student was partially homeschooled (1c, **E\_ALLHOMESCHOOL** = "No") continue with 2a, **E\_HOMESCHOOLGRADE**.

<p><b>E_HOMESCHOOLGRADE</b></p> <p>2a. 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><b>E_HOMESCHOOLGRADE_OTHER</b></p>	<p>093</p> <p>0 <input type="checkbox"/> Fifth or under - <b>SKIP</b> to <b>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 - Specify _____</p> <p>9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - <b>SKIP</b> to <b>END</b></p> <p style="text-align: right;"><b>SKIP</b> to <b>INTRO_2</b></p>
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<p><b>E_WHATGRADE</b></p> <p>2b. What grade are you in?</p> <p><b>E_WHATGRADEOTHER</b></p>	<p>008</p> <p>0 <input type="checkbox"/> Fifth or under - <b>SKIP</b> to <b>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 - Specify _____</p> <p>9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - <b>SKIP</b> to <b>END</b></p> <p style="text-align: right;"><b>SKIP</b> to <b>E_WHATMONTH</b></p>
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FIELD REPRESENTATIVE - Read introduction only if any of the boxes 1-8 are marked in item 2a **E\_HOMESCHOOLGRADE**.

**INTRO\_2** -The following questions pertain only to your attendance at a public or private school and not to being homeschooled.

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

<p><b>F_SCHOOLCOUNTY, F_SCHOOLCITY, F_SCHOOLSTATE</b></p> <p>4b. In what State, County and City is your school located?</p> <p><b>F_NAMEOFSCHOOL</b></p> <p>What is the complete name of your school?</p>	<p>015 State</p> <p>014 County</p> <p>013 City</p> <p>012 School Name</p>
<p><b>F_PUBLICORPRIVATE</b></p> <p>5a. Is your school public or private?</p> <p>_____</p> <p><b>F_REGULARSCHOOL</b></p> <p>5b. Is this the regular school that most of the students in your neighborhood attend?</p> <p>_____</p> <p><b>F_CHURCHRELATED</b></p> <p>5c. Is your school affiliated with a religion?</p>	<p>016</p> <p>1 <input type="checkbox"/> Public - ASK <b>F_REGULARSCHOOL</b></p> <p>2 <input type="checkbox"/> Private - <b>SKIP</b> to <b>F_CHURCHRELATED</b></p> <p>017</p> <p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No } <b>SKIP</b> to <b>F_GRADES_LOW</b></p> <p>018</p> <p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p> <p>3 <input type="checkbox"/> Don't know</p>

<p><b>6. 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) <b>F_GRADES_LOW</b>  TO  021 <input type="checkbox"/> <input type="checkbox"/> (highest) <b>F_GRADES_HIGH</b></p>
<p><b>F_GETTOSCHOOL</b></p> <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>  <b>F_GETTOSCHOOL_SPECIFY</b>  Enter the other way that the respondent gets to school.</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 - Specify</p>
<p><b>F_HOMEFROMSCHOOL</b></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>  <b>F_HOMEFROMSCHOOL_SPECIFY</b>  Enter the other way that the respondent gets home from school.</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>

9. During this school year, have you participated in any of the following activities sponsored by your school:		Yes	No
<b>F_ACTIVITIES_SPORTS</b>			
a. Athletic teams at school?	120	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>F_ACTIVITIES_SPIRIT</b>			
b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?	121	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>F_ACTIVITIES_ARTS</b>			
c. Performing arts, for example, Band, Choir, Orchestra, or Drama?	122	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>F_ACTIVITIES_ACADEMIC</b>			
d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?	123	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>F_ACTIVITIES_GOV'T</b>			
e. Student government?	124	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>F_ACTIVITIES_SERVICE</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?	125	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>F_ACTIVITIES_OTHER</b>			
g. Other school clubs or school activities?	126	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>F_ACTIVITIES_OTHER_SPECIFY</b>			
What are the other school clubs or school activities you participate in?		Specify _____	



<p>10. The next questions are about security measures that some schools take.</p> <p>Does your school have:</p> <p><b>F_SAFETY_POLICE</b> a. Security guards or assigned police officers?</p> <p><b>F_SAFETY_HALLSTAFF</b> b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?</p> <p><b>F_SAFETY_METAL_DETECTORS</b> c. Metal detectors, including wands? <i>(The definition for the term 'metal detector' is a device used to check for weapons students might be trying to bring onto school property. The metal detector may be in a form of a doorframe, which you are asked to walk through. It may also be in the form of a hand-held metal detector that looks like a wand or paddle, which is moved around your body.)</i></p> <p><b>F_SAFETY_DOORS_LOCKED</b> d. Locked entrance or exit doors during the day?</p> <p><b>F_SAFETY_SIGN_IN</b> e. A requirement that visitors sign in AND wear visitor badges or stickers?</p> <p><b>F_SAFETY_LOCKER_CHECKS</b> f. Locker checks?</p> <p><b>F_SAFETY_STUDENT_ID</b> g. A requirement that students wear badges or picture identification?</p> <p><b>F_SAFETY_CAMERAS</b> h. One or more security cameras to monitor the school?</p> <p><b>F_SAFETY_CODE_OF_CONDUCT</b> 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>034</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></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></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></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"/>	034	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
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<p><b>F_REPORT</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?</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"/>																																										
	Yes	No	Don't know																																																
167	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																																																
<p><b>F_DISTRACTED</b> 12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting? <i>(READ CATEGORIES.)</i></p>	<table border="1"> <tbody> <tr> <td>156</td> <td>1 <input type="checkbox"/></td> <td>Never</td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td>Almost never</td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/></td> <td>Sometimes</td> </tr> <tr> <td></td> <td>4 <input type="checkbox"/></td> <td>Most of the time</td> </tr> </tbody> </table>	156	1 <input type="checkbox"/>	Never		2 <input type="checkbox"/>	Almost never		3 <input type="checkbox"/>	Sometimes		4 <input type="checkbox"/>	Most of the time																																						
156	1 <input type="checkbox"/>	Never																																																	
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	4 <input type="checkbox"/>	Most of the time																																																	

<p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_RULES_FAIR</b> a. The school rules are fair.</p> <p><b>F_PUNISHMENT_SAME</b> b. The punishment for breaking school rules is the same no matter who you are.</p> <p><b>F_RULES_ENFORCED</b> c. The school rules are strictly enforced. <i>(Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.)</i></p> <p><b>F_PUNISHMENT_KNOWN</b> d. If a school rule is broken, students know what kind of punishment will follow.</p> <p><b>F_TEACHERS_RESPECT</b> 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><b>F_ADULT_REALLYCARES</b> a. Really cares about you.</p> <p><b>F_ADULT_LISTENS</b> b. Listens to you when you have something to say.</p> <p><b>F_ADULT_GOOD_JOB</b> 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. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a STUDENT at school who...</p> <p><b>F_STUDENT_REALLYCARES</b> a. Really cares about you.</p> <p><b>F_STUDENT_LISTENS</b> b. Listens to you when you have something to say.</p> <p><b>F_STUDENT_SUCCESS</b> 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>186SCS</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>187SCS</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>188SCS</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	186SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	187SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	188SCS	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><b>F_CRIME_NEIGHBORHOOD</b> 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>212SCS</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	212SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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212SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																											
<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><b>F_CRIME_NEIGHBORHOOD_SCHOOL</b> 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>213SCS</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	213SCS	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><b>F_SAFE_IN_SCHOOL</b> You feel safe in your 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>189SCS</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	189SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>					
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189SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>												
<p><b>SCS_INTRO 3</b> 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>																
<p>19. The following question refers to the availability of drugs and alcohol at your school.</p> <p>Is it possible for students at your school to get...</p> <p><b>F_ALCOHOL</b> a. Alcoholic beverages?</p> <p><b>F_MARIJUANA</b> b. Marijuana, also known as pot, weed or mary jane?</p> <p><b>F_PRESCRIPTION_DRUGS</b> c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin, or Adderall?</p> <p><b>F_OTHER_ILLEGAL</b> d. Other illegal drugs, such as cocaine, uppers, or heroin?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>040</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>041</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>159</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>209SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	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"/>	209SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<p><b>F_KNOW_DRUGS_OR_ALCOHOL</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?</p>	<p>210SCS</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>															
<p><b>G. FIGHTING, BULLYING AND HATE BEHAVIORS</b></p>																
<p><b>G_FIGHT_AT_SCHOOL</b> 21a. During this school year, have you been in one or more physical fights at school?</p>	<p>103</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to: <b>G_BULLY_MADE_FUN</b> (if QType2 = 1) <b>G_BULLY_DEFINITION</b> (if QType2 = 2)</p>															
<p><b>G_FIGHT_HOW_OFTEN</b> 21b. During this school year, how many times have you been in a physical fight at school?</p>	<p>104</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Number of times)</p>															

The Bully Questions (22, 23 and 22ALT) have two alternate forms, designed for split-half administration. Version 1 starts here with questions 22 **G\_BULLY\_MADE\_FUN**, subparts a-g, and questions 23a and 23b. For version 2, skip to Alt 22 **G\_BULLY\_DEFINITION** below.

<p>22. 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><b>G_BULLY_MADE_FUN</b> a. Made fun of you, called you names, or insulted you, in a hurtful way?</p> <p><b>G_BULLY_RUMOR</b> b. Spread rumors about you or tried to make others dislike you?</p> <p><b>G_BULLY_THREAT</b> c. Threatened you with harm?</p> <p><b>G_BULLY_CONTACT</b> d. Pushed you, shoved you, tripped you, or spit on you?</p> <p><b>G_BULLY_COERCED</b> e. Tried to make you do things you did not want to do, for example, give them money or other things?</p> <p><b>G_BULLY_EXCLUDED</b> f. Excluded you from activities on purpose?</p> <p><b>G_BULLY_DESTROYED_PROP</b> g. Destroyed your property on purpose?</p>	<table border="0"> <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"/> If all categories a-g are marked "No" <b>SKIP</b> to <b>G_HATE</b></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"/> If all categories a-g are marked "No" <b>SKIP</b> to <b>G_HATE</b>
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<p><b>G_BULLY_OVER_AND_OVER</b></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><b>G_BULLY_MORE_POWER</b></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>190SCS 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p> <hr/> <p>191SCS 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																								

If completing Version 1, skip to question 24 **G\_BULLY\_HOW\_OFTEN** below. For version 2, continue with Alt 22 **G\_BULLY\_DEFINITION** here.

<p><b>G_BULLY_DEFINITION</b></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>192SCS    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No – <b>SKIP</b> to <b>G_HATE</b></p>
<p><b>G_BULLY_VERBAL</b></p> <p><b>ALT22a.</b> Was any of the bullying verbal – that is, did it involve making fun of you, calling you names, or spreading rumors about you?</p> <hr/> <p><b>G_BULLY_PHYSICAL</b></p> <p><b>ALT22b.</b> 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> <hr/> <p><b>G_BULLY_SOCIAL</b></p> <p><b>ALT22c.</b> 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>193SCS    1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No</p> <p>194SCS    1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No</p> <p>196SCS    1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No</p>
<p><b>G_BULLY_HOW_OFTEN</b></p> <p><b>24.</b> During this school year, how often were you bullied?</p> <p><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>G_BULLY_WHERE1 through G_BULLY_WHERES</b></p> <p><b>25.</b> Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur ...</p> <p><i>(READ CATEGORIES) Mark (X) all that apply</i></p> <p><b>G_BULLY_WHERE_SPECIFY</b></p> <p>Where is the other place where bullying occurred?</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? – 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? 211SCS 8 <input type="checkbox"/> Online or by text?</p>
<p><b>G_BULLY_ADULT_TOLD</b></p> <p><b>26.</b> 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 <b>NEGATIVE</b> effect on: (READ ANSWER CATEGORIES)</p> <p><b>G_SCHOOL_WORK</b> a. YOUR school work.</p> <p><b>G_RELATION_FRIEND_FAMILY</b> b. YOUR relationships with friends or family.</p> <p><b>G_ABOUT_YOURSELF</b> c. How you feel about YOURSELF.</p> <p><b>G_PHYSICAL_HEALTH</b> d. YOUR physical health for example, caused injuries, gave you headaches or stomach aches.</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>196SCS</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>197SCS</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>198SCS</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>199SCS</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	196SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	197SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	198SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	199SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>28. When you were bullied in school this year, did you ever think it was related to ...</p> <p><b>G_BULLY_RACE</b> a. YOUR race?</p> <p><b>G_BULLY_RELIGION</b> b. YOUR religion?</p> <p><b>G_BULLY_ETHNIC_ORIGIN</b> c. Your ethnic background or national origin - for example, people of Hispanic origin?</p> <p><b>G_BULLYING_DISABILITY</b> d. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p><b>G_BULLYING_GENDER</b> e. YOUR gender?</p> <p><b>G_BULLYING_ORIENTATION</b> f. YOUR sexual orientation - by this we mean gay, lesbian, bisexual, or straight?</p> <p><b>G_BULLYING_APPEARANCE</b> g. YOUR physical appearance?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>200SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>201SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>202SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>203SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>204SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>205SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>206SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	200SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	201SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	202SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	203SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	204SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	205SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	206SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	
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<p><b>G_HATE</b> 29. 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 - <b>SKIP</b> to <b>G_HATE_WORDS</b></p>																									

<p>30. Were any of the hate-related words related to ...</p> <p><b>G_HATE_RACE</b> a. Your race?</p> <p><b>G_HATE_RELIGION</b> b. Your religion?</p> <p><b>G_HATE_ETHNICITY</b> c. Your ethnic background or national origin- for example, people of Hispanic origin?</p> <p><b>G_HATE_DISABILITY</b> d. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p><b>G_HATE_GENDER</b> e. Your gender?</p> <p><b>G_HATE_SEXUAL_ORIENTATION</b> f. Your sexual orientation – by this we mean gay, lesbian, bisexual or straight?</p>		<p>Yes</p> <p>107SCS 1 <input type="checkbox"/></p> <p>108SCS 1 <input type="checkbox"/></p> <p>109SCS 1 <input type="checkbox"/></p> <p>110SCS 1 <input type="checkbox"/></p> <p>111SCS 1 <input type="checkbox"/></p> <p>112SCS 1 <input type="checkbox"/></p>	<p>No</p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p>	<p>Don't know</p> <p>3 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p>
<p><b>G_HATE_WORDS</b> 31. 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>	068	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>		
<b>H. AVOIDANCE</b>				
<p>32. 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>H_AVOID_SHORTCUT</b> 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>H_AVOID_ENTRANCE</b> b. The entrance into the school?</p> <p><b>H_AVOID_HALLWAYS</b> c. Any hallways or stairs in school?</p> <p><b>H_AVOID_CAFETERIA</b> d. Parts of the school cafeteria or lunchroom?</p> <p><b>H_AVOID_RESTROOMS</b> e. Any school restrooms?</p> <p><b>H_AVOID_OTHER_PLACES</b> f. Other places inside the school building?</p> <p><b>H_AVOID_PARKING_LOT</b> g. School parking lot?</p> <p><b>H_AVOID_OTHER_SCHOOL</b> h. Other places on school grounds?</p> <p><b>H_SCHOOL_BUS_STOP</b> i. School bus or bus stop?</p>		<p>Yes</p> <p>068 1 <input type="checkbox"/></p> <p>069 1 <input type="checkbox"/></p> <p>070 1 <input type="checkbox"/></p> <p>071 1 <input type="checkbox"/></p> <p>072 1 <input type="checkbox"/></p> <p>073 1 <input type="checkbox"/></p> <p>074 1 <input type="checkbox"/></p> <p>075 1 <input type="checkbox"/></p> <p>208SCS 1 <input type="checkbox"/></p>	<p>No</p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p>	
<p><b>H_AVOID_ACTIVITIES</b> 33a. Did you AVOID any activities at your school because you thought someone might attack or harm you?</p>	076	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>		

<b>H_AVOID_CLASSES</b>	
33b. Did you AVOID any classes because you thought someone might attack or harm you?	077 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
<b>H_STAY_HOME</b>	
33c. 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>	
<b>I_INTRO_FEAR:</b> Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.	
<b>I_AFRAID</b>	
34a. How often are you afraid that someone will attack or harm you in the school building or on school property?  (READ ANSWER CATEGORIES.)	079 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time
<b>I_AFRAID_ON_BUS</b>	
34b. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?  (READ ANSWER CATEGORIES.)	080 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time
<b>I_AFRAID_NONSCHOOL</b>	
34c. 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?  (READ ANSWER CATEGORIES.)	081 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time
<b>J. WEAPONS</b>	
<b>J_INTRO_WEAPON</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.	
35. 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?  (READ CATEGORIES.)	
	<b>Yes</b> <b>No</b>
<b>J_WEAPONS_GUN</b> a. A gun?	082 1 <input type="checkbox"/> 2 <input type="checkbox"/>
<b>J_WEAPONS_KNIFE</b> b. A knife brought as a weapon?	083 1 <input type="checkbox"/> 2 <input type="checkbox"/>
<b>J_WEAPONS_OTHER</b> c. Some other weapon?	084 1 <input type="checkbox"/> 2 <input type="checkbox"/>
<b>J_GUN_OTHERS</b>	
36a. 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 <b>J_GET_GUN</b>



<p><b>J_SEE_GUN</b> 36b. Have you actually seen another student with a gun at school during this school year?</p>	<p>066 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>								
<p><b>J_GET_GUN</b> 37. During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?</p>	<p>113 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>								
<b>K. GANGS</b>									
<p><b>K_INTRO_GANG</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.</p>									
<p><b>K_GANGS</b> 38a. Are there any gangs at your school?</p>	<p>058 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to <b>L_GRADES</b> 3 <input type="checkbox"/> Don't know - <b>SKIP</b> to <b>L_GRADES</b></p>								
<p><b>K_GANG_FIGHTS</b> 38b. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?  (READ CATEGORIES 1-5)</p>	<p>069 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Once or twice this school year 3 <input type="checkbox"/> Once or twice a month 4 <input type="checkbox"/> Once or twice a week, or 5 <input type="checkbox"/> Almost every day</p>								
<p><b>K_GANG_DRUGS</b> 38c. Have gangs been involved in the sale of drugs at your school during this school year?</p>	<p>060 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>								
<b>L. STUDENT CHARACTERISTICS</b>									
<p><b>L_GRADES</b> 39. During this school year, across all subjects have you gotten mostly -  (READ CATEGORIES 1-5)</p>	<p>116 1 <input type="checkbox"/> A's 2 <input type="checkbox"/> B's 3 <input type="checkbox"/> C's 4 <input type="checkbox"/> D's 5 <input type="checkbox"/> F's 6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent</p>								
<p><b>L_SKIP_CLASSES</b> 40a. 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>114 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to <b>L_SCHOOL_AFTER_SCHOOL</b> 3 <input type="checkbox"/> Don't know - <b>SKIP</b> to <b>L_SCHOOL_AFTER_SCHOOL</b></p>								
<p><b>L_SKIP_CLASS_DAYS</b> 40b. 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>41. Thinking about the future, do you think you will ... <b>L_SCHOOL_AFTER_SCHOOL</b> a. Attend school after high school, such as a college or technical school? .....</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> </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"/>
	<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"/>						
<p><b>L_GRADUATE_4YR</b> b. Graduate from a 4-year college? .....</p>	<table border="0"> <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>	118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
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