

# Testing New Items About Bullying and Other School Experiences in the 2019 School Crime Supplement to the National Crime Victimization Survey

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# Introduction

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This report outlines the development, methodology, and results of the split-sample administration of the 2019 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). The NCVS is sponsored by the Bureau of Justice Statistics (BJS) at the U.S. Department of Justice. The U.S. Bureau of the Census (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 the 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 and special populations to produce estimates that are different from the core NCVS collection. As one of the four surveys, the SCS focuses on school-related victimizations and 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 and/or from school. One of the key areas examined by the SCS concerns student reports of bullying at school. Since its inception in 1989, the SCS has been refined 12 times to improve the accuracy of the data collected. The 2019 SCS reflects the most recent efforts to refine the information collected to address the uniform definition of bullying while maintaining the trend in bullying and victimization data which stakeholders rely upon. Specifically, the 2019 SCS utilized a randomized split-sample experiment to compare two versions of an updated series of questions on bullying and to test changes in wording for several additional items in sections assessing student participation in activities, availability of drugs at school, and gang presence at school. Notably, one of the principal comparisons being the removal of the term "bullying" from Version 2 of the questionnaire.

This methodology report includes a review of the development of the 2019 SCS questionnaire, the methodology developed for the split-sample administration, and the initial results from the 2019 SCS split-sample experiment. The results of the split-sample administration were analyzed to determine

- whether the two subsamples were comparable on key student respondent characteristics and response rates; and
- whether the estimates were significantly different for the two subsamples for the percentage of students ages 12 to 18 who reported:
  - participating in various extracurricular school-sponsored activities;
  - availability of illegal substances;
  - having been bullied at school with different types of bullying components; and
  - presence of gangs at school.

## Key Findings

- There was no statistical difference between the bullying estimates in Version 1 and Version 2 of the survey. For both versions, the estimated rate of bullying at school was 22.2 percent.

- In Version 2, roughly half of students who reported any type of bullying considered themselves to be bullied (50.2 percent).
- Notable differences were found between Version 1 and Version 2 of the survey for availability of alcohol (25.4 percent versus 16.7 percent, respectively) and marijuana (35.8 percent versus 30.6 percent, respectively) at school.
- Distributions of respondents' student and school characteristics (e.g., race/ethnicity, grade, school region, enrollment size, etc.) were calculated for Version 1 and Version 2 of the split-sample design.
  - For student characteristics, in Version 1, there were higher percentages of students who were 14 years of age, as well as students whose race was categorized as "Asian, not Hispanic or Latino."
  - For school characteristics, Version 1 of the survey also had a higher percentage of students whose Student-to-full-time equivalent (FTE) teacher ratio was in the "Less than 13 students" category.
- The overall SCS response rate<sup>1</sup> to the 2019 SCS is 35.5 percent, with the nonresponse bias analysis showing statistically significant differences in response rates and in respondent versus nonrespondent distributions between geographic subgroups (region) and between demographic subgroups (race/ethnicity).

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<sup>1</sup> The overall SCS response rate is the product of the NCVS household response rate and the within-household SCS response rate.

## Overview of the 2019 School Crime Supplement

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NCES collaborated with BJS to design the SCS as a supplement to the NCVS. The 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 to 18 in participating NCVS households who were enrolled in any of the grades 6 to 12 and attended public or private school for at least part of the school year concurrent with the survey year.

As a result of the review of the 2017 SCS, specific items in the questionnaire were revised, added, or deleted (exhibit 1). The 2019 SCS was administered between January and June of 2019 and contained a split-sample administration of questions primarily about bullying in school and perpetrated by students, with the addition of a new sub-item on the availability of opioids at school. A full crosswalk of items changed or deleted from 2017 to 2019 appears in appendix A.

### **Exhibit 1. Summary of changes to the 2019 School Crime Supplement relative to the 2017 version**

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1. Redesigned key bullying questions—two versions administered via split-sample design.
  2. Increased net number of items by three.
  3. Revised wording on eight questions for clarity/updates to current terminology and one introduction.
  4. Added/revised instructions.
- 

The 2019 SCS administration contained an embedded, randomized split-sample experiment to compare two versions of an updated series of questions on bullying, and to test minor changes in several additional items in sections assessing student participation in activities, availability of drugs at school, and gang presence at school. The updated bullying questions were designed to remove references to the term “bullying” and instead focus on behaviors used to measure bullying by 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.

In Version 1 of the 2019 SCS bullying items, the questions about whether students had experienced bullying at school were presented in the same way as in the 2017 survey. Thus, bullying victimization trends can be estimated from this version. The second version of the 2019 SCS revised the series of bullying questions to remove the word “bullying”, while adding a question at the end of the section that asks if students consider their experiences to be bullying. Additionally, this version included updated terminology in questions about school-sponsored activities, the availability of drugs and alcohol, and the presence of gangs in school. Questions were also adjusted to clarify definitions of repetition and power imbalance and the relationship of the respondent to the perpetrator. A summary of the different ways of determining bully victimization in the two versions appears in exhibit 2. Appendix B includes the complete 2019 SCS questionnaire with both sets of questions on bullying.



**Exhibit 2. Different question series in the 2019 School Crime Supplement to determine how the respondent was bullied, by version**

Label	Description
<b>Version 1</b>	
Bullied	Presented the same series of questions about types of bullying experienced as used in 2017 questionnaire to determine if the respondent was bullied.
With repetition and power imbalance	Follow-up questions included in 2017 to determine whether any of the bullying incidents reported using Version 1 included repetition and power imbalance.
<b>Version 2</b>	
Bullied	Presented the same series of bullying questions but without the use of the word “bullied” in the question description. “Shared private information” was added to the series.
With repetition and power imbalance	Follow-up questions clarified from 2017 to determine whether any of the bullying incidents reported using Version 2 included repetition and power imbalance.
Relationships	Variable added for types of relationships to the student. Options included: brothers or sisters, boyfriends or girlfriends, ex-boyfriends or ex-girlfriends, and another student from school.
Explicitly bullied	Variable added that allowed for self-identification of victimization status.

## Rationale for Question Revision

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Examination of the SCS bullying questions began in 2013 when NCES worked with BJS, the Census, and an expert Technical Review Panel (TRP) to review and develop two sets of updated questions for the 2015 survey. The goal was to provide data on repetition and power imbalance aligned with the CDC's uniform definition, while also maintaining continuity with historical SCS data. As part of their deliberations, TRP members also considered the work of the Federal Partners in Bullying Prevention.<sup>2</sup> The Federal Partners sponsored the publication of CDC's report *Bullying Surveillance Among Youths: Uniform Definitions for Public Health and Recommended Data Elements, Version 1.0* (Gladden et al. 2014), which provides this uniform definition:

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

To examine differences between SCS estimates of bullying frequency and the estimates from other national surveys, in 2012 NCES contracted with ICF International, Inc. to conduct cognitive interviews with middle-school students to determine how students ages 11 to 14 interpreted bullying questions from the different questionnaires.<sup>3</sup> The results showed respondents applied their own definitions to questions about bullying, which suggested that in order to operationalize the CDC/U.S. Department of Education-endorsed uniform definition of bullying, any survey questions would need to present all components of the definition when asking students if they were bullied to ensure respondents all report on the same construct. Therefore, the key components of repetition and power imbalance that differentiate bullying from other forms of peer aggression were included in the SCS and continue to be present in both versions of the 2019 SCS.

Research continues to find adolescents define bullying differently than the CDC uniform definition (Byrne et al. 2016). Therefore, to decrease any measurement error that may result from including the term, the bullying section in Version 2 was updated to omit any use of the words "bullied" or "bullying." A new question at the end of the section was also added to ask respondents if they believed that they were bullied. In addition, new items were added to more accurately collect information on repetition and power imbalance. Version 2 of the 2019 SCS also included the relationship of the perpetrator to the respondent. Exhibit 3 includes detailed differences and justifications for bullying questions between Versions 1 and 2.

Also, a new sub-item was added to the 2019 SCS that asked specifically about the availability of opioids at school. This was requested by the Office of Safe and Supportive Schools (OSSS, formerly known as the Office of Safe and Healthy Students) at the U.S. Department of Education in response to the President's Commission on Drug Addiction and the Opioid Crisis. Lastly, assessment of gang presence at school was refined to remove potentially redundant information that reportedly increased confusion among respondents.

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<sup>2</sup> The Federal Partners in Bullying Prevention is an interagency effort co-led by the U.S. Department of Education and the Department of Health and Human Services that works to coordinate policy, research, and communications on bullying topics. The Federal Partners also include representatives from the U.S. Departments of Agriculture, Defense, the Interior, and Justice, as well as the Federal Trade Commission and the White House Initiative on Asian Americans and Pacific Islanders.

<sup>3</sup> For more information please refer to the National Crime Victimization Survey School Crime Supplement: Cognitive Testing of Questions on Bullying at <https://www.census.gov/content/dam/Census/library/working-papers/2014/adrm/rsm2014-03.pdf>.

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

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The design for the 2019 SCS data collection was a split sample. The purpose of the split sample was to compare differences in the wording of questions and, at the same time, preserve questions for historical comparisons. Following cognitive tests on the different versions of the questions, revisions of several questions were necessary to improve respondent comprehension. Questions in the split-sample design focused on student participation in school activities, availability of alcohol and drugs to students at school, bullying experiences of students, and gang presence at school.

To preserve trends in the data, all questions in Version 1 of the split sample were from the 2017 SCS. In Version 2, questions in the ENVIRONMENTAL QUESTIONS section on participation in school-sponsored activities reordered the sub-items such that “Spirit groups, for example, Cheerleading, Dance Team, or Pep Club” preceded “Athletic teams at school” because some respondents in the cognitive tests thought of cheerleading as an athletic team and were unsure how to classify it. In response to a request from the Office of Safe and Supportive Schools at the U.S. Department of Education, a question in the ENVIRONMENTAL QUESTIONS section in Version 2 on the availability of alcohol and drugs to students included a sub-item on the availability of opioids to students at school. Additionally, question text was revised for clarity from “The following question refers to the availability of drugs and alcohol at your school. Is it possible for students at your school to get...” in Version 1 to “Is it possible for students to get any of the following while at school...” in Version 2. Questions in the FIGHTING, BULLYING AND HATE section of Version 2 used questions from Version 1 as a foundation, but the word “bullied” did not appear in the question stem. Further, cognitive tests showed that respondents did not think of experiences that occurred “using technologies”; so, words to that effect were included in the question stem. In addition, sub-item 22c was added as a new type of bullying and 22g was updated with examples of possible exclusionary behaviors. Exhibit 3 provides more details on the differences in the bullying questions between Version 1 and Version 2 (new and revised items for 2019 are highlighted in red). Finally, in the GANGS section, the sentence “For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity” was not in the question stem in Version 2 because feedback from field representatives from the Census and cognitive interviewers indicated there was confusion about that part of the definition.

**Exhibit 3. Differences in bullying questions from Version 1 to Version 2 and rationale**

Version 1	Version 2	Rationale
<p>Q22. Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you? That is, has another student...</p> <p>22a. Made fun of you, called you names, or insulted you in a hurtful way?</p> <p>22b. Spread rumors about you or tried to make others dislike you?</p> <p>22c. Threatened you with harm?</p> <p>22d. Pushed you, shoved you, tripped you, or spit on you?</p> <p>22e. Tried to make you do things you did not want to do, for example, give them money or other things?</p> <p>22f. Excluded you from activities on purpose?</p> <p>22g. Destroyed your property on purpose?</p>	<p>Q22. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. These could occur in person or using technologies, such as a phone, the Internet, or social media. During this school year, has any student from your school...</p> <p>22a. Made fun of you, called you names, or insulted you, in a hurtful way?</p> <p>22b. Spread rumors about you or tried to make others dislike you?</p> <p>22c. Purposely shared your private information, photos, or videos in a hurtful way?</p> <p>22d. Threatened you with harm?</p> <p>22e. Pushed you, shoved you, tripped you, or spit on you?</p> <p>22f. Tried to make you do things you did not want to do, for example, give them money or other things?</p> <p>22g. Excluded you from activities, social media, or other communications to hurt you?</p> <p>22h. Destroyed your property on purpose?</p>	<p>Version 2 of this item uses the Version 1 wording as its foundation but does not include the word “bully” and now includes text reminding the respondent to think of experiences that occurred electronically. Research indicates adolescents define bullying differently than the uniform definition.<sup>1</sup> Including the word in the item stem is likely increasing measurement error. Further, cognitive testing indicated respondents were not thinking about bullying occurring electronically; thus, it is necessary to include a reminder in the stem for them to think about electronic means (phone, Internet, or social media) when responding to the subquestions.</p>

Exhibit continues next page.

**Exhibit 3. Differences in bullying questions from Version 1 to Version 2 and rationale—  
Continued**

Version 1	Version 2	Rationale
<p>23a. During this school year, how many days were you bullied? 23b. (If 23a is “one day”) In that one day, how many times would you say other students did those things that made you feel bad or were hurtful to you?</p>	<p><b>Q23. Thinking about [that thing/those things] you said you experienced this school year, did more than one student do [this/these things] to you?</b></p>	<p>National Center for Education Statistics, Bureau of Justice Statistics, and the U.S. Bureau of the Census have continued to fine-tune the repetition and power imbalance items. For Version 2, in addition to not using the word “bully,” a new item asking whether one student did hurtful things more than once was added to help determine repetition. This is specifically for situations where a student has experienced a hurtful situation one time with one offender and another time with a different offender and the two different offenders are not working together as a team.</p>
<p>Q24. Did you think the bullying would happen again?</p>	<p><b>Q24. Did these students act alone, together as a team, or both?</b></p>	
<p>Q25. Thinking about the [time/times] you were bullied this school year, did more than one person do these things to you?</p>	<p><b>Q25. You said that more than one student did [that thing/those things] to you. Has any student done [that thing/any of those things] to you more than once during this school year?</b></p>	
<p>Q26. Did these people act alone, or together as a team?</p>	<p><b>26a. During this school year, how many days did you experience [that thing/any of those things]?</b> <b>26b. In that one day, how many times would you say [another student/other students] did [that thing/any of those things] to you?</b></p>	

Exhibit continues on next page.

**Exhibit 3. Differences in bullying questions from Version 1 to Version 2 and rationale—  
Continued**

Version 1	Version 2	Rationale
<p>Q27. Now I have some additional questions about the time [another student/other students] {behavior1}, {behavior2}, and {behaviorx...}. Thinking about the [person/people] who did these things to you this school year,</p> <p>27a. [Was this person/Were any of these people/Was anyone in the group] physically bigger or stronger than you?</p> <p>27b. [Was this person/Were any of these people/Was anyone in the group] more popular than you?</p> <p>27c. [Did this person/Did any of these people/Did anyone in the group] have more money than you?</p> <p>27d. [Did this person/Did any of these people/Did anyone in the group] have the ability to influence what other students think of you?</p> <p>27e. [Did this person/Did any of these people/Did anyone in the group] have more power than you in another way?</p>	<p>Q27. Did you think [that student/ those students] would do hurtful things to you again?</p>	<p>In Version 2, an “other-specify” subquestion has been added to gather information on other forms of power imbalance that respondents may be considering when answering these questions. Common themes will be considered to be added to future data collections.</p>

Exhibit continues on next page.

**Exhibit 3. Differences in bullying questions from Version 1 to Version 2 and rationale—  
Continued**

Version 1	Version 2	Rationale
<p>Q28. During this school year, where did the bullying occur? Did it occur...</p> <ol style="list-style-type: none"> <li>1. In a classroom at school?</li> <li>2. In a hallway or stairwell at school?</li> <li>3. In a bathroom or locker room at school?</li> <li>4. In a cafeteria or lunchroom at school?</li> <li>5. Somewhere else inside the school building? <i>Specify</i></li> </ol> <hr/> <ol style="list-style-type: none"> <li>6. Outside on school grounds?</li> <li>7. On the way to or from school such as on a school bus or at a bus stop?</li> <li>8. Online or by text?</li> </ol>	<p>Q28. Still thinking about [that thing/ those things] [another student/other students] did to you during this school year...</p> <p>28a. [Was this person/Were any of these people/Was anyone in the group] physically bigger or stronger than you?</p> <p>28b. [Was this person/Were any of these people/Was anyone in the group] more popular than you?</p> <p>28c. [Did this person/Did any of these people/Did anyone in the group] have more money than you?</p> <p>28d. [Did this person/Did any of these people/Did anyone in the group] have the ability to influence what other students think of you?</p> <p>28e. [Did this person/Did any of these people/Did anyone in the group] have more power than you in another way?</p> <p><b>In what other way [did that student/did any of those students] have more power than you?</b></p>	<p>The uniform definition specifically excludes victimization that involves siblings or a current dating partner. The SCS items have never taken these two exclusions into consideration. Cognitive testing for these items indicate some interviewees are likely to include sibling or dating partners in their responses. Thus the need to collect the victim–offender relationship. Any respondents who indicate multiple experiences by one person who is a sibling or current dating partner will be excluded from the estimate on the uniform definition.</p>
	<p><b>Q29. What was your relationship to the student when they did [that thing/those things] to you? Were they...</b></p> <ol style="list-style-type: none"> <li>a. Your brother or sister?</li> <li>b. Your boyfriend or girlfriend at the time?</li> <li>c. Your ex-boyfriend or ex-girlfriend at the time?</li> <li>d. Another student from school?</li> </ol>	
	<p>Q30. Still thinking about [the time/all of the times] that [another student/other students] did [something/those things] to you, where did [it/they] occur? Did [it/they] occur...</p> <ol style="list-style-type: none"> <li>1. In a classroom at school?</li> <li>2. In a hallway or stairwell at school?</li> <li>3. In a bathroom or locker room at school?</li> <li><b>4. In a gymnasium or weight room at school?</b></li> <li>5. In a cafeteria or lunch room at school?</li> <li>6. Outside on school grounds?</li> <li>7. On the way to or from school such as on a school bus or at a bus stop?</li> <li>8. Online or by text?</li> <li><b>9. Somewhere else at school? <i>Specify</i></b></li> </ol>	<p>For Version 2 of the 2019 SCS, cognitive testing indicated the need to add “gymnasium or weight room” as these are perceived to be different locations than a “locker room.” In addition, in order to improve the flow of the items, the “somewhere else at school” and “other-specify” subquestions have been moved to the end of the list.</p>

Exhibit continues on next page.

**Exhibit 3. Differences in bullying questions from Version 1 to Version 2 and rationale—  
Continued**

Version 1	Version 2	Rationale
	Q34. Do you consider [that thing/those things] that [another student/other students] did to you to be bullying?	One reason to remove the word “bullying” from the supplement is the fact that respondent self-identification does not always match the researcher’s definition of what it means to be a victim of bullying. To assess whether the questions without the word bullying work to address the potential mismatch, a new question was added

<sup>1</sup>Byrne, H., Dooley, B., Fitzgerald, A., and Dolphin, L. (2016). Adolescents’ Definition of Bullying: The Contribution of Age, Gender, and Experience of Bullying. *European Journal of Psychological Education, 31*: 403–418.

NOTE: SCS stands for School Crime Supplement. New and revised items for 2019 are highlighted in red.

The new SCS instrument for 2019 underwent cognitive testing by the Center for Survey Measurement (CSM) at the Census from December 2017 to June 2018. The cognitive testing focused on how the new questions and the revised order of questions affected awareness of what constituted bullying. In addition, the actions taken by the individuals involved and the frequency and the relationships between the victims and the perpetrators were of interest.

Notably, research on the word “bullying” (Byrne et al. 2016) suggests that “adolescents, depending on gender, age, and experience of bullying, may have different conceptualizations of bullying compared to teacher perspectives” (p. 416), which may potentially influence measurement error. To improve the questions on bullying, references to the words “bullying” or “bullied” were removed and, instead, a set of behavior-specific questions to measure different components of the definition of bullying were added. Items from the 2017 SCS instrument were the basis for these new versions of the questions. The cognitive testing consisted of four rounds wherein an iterative methodology was adopted to identify and address problematic questions at the conclusion of each round. Overall, the 2017 version of the questions pertaining to bullying produced estimates similar to those from past administrations of the SCS. In addition, most questions on the instrument were easy for interviewers to administer and easy for respondents to understand and to answer; however, feedback from the CSM staff indicated revisions to some questions were required.



## Methodology for Split-Sample Survey Administration

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The first known split-sample experiment, known as a split-ballot, was in 1937 by Gallup (Bishop and Smith 1991). The purpose of such early split-ballots was apparently practical; that is, to maximize the information from any survey rather than to gauge how different questions on the same topic affected responses. Split-sample experiments are also known as split-questionnaire (Raghunathan and Grizzle 1995). In a split-sample experiment respondents are randomly assigned to one of two groups: a control group that responds to a known survey instrument; and an experimental group that responds to an alternate survey instrument. The random assignment of respondents is necessary to ensure the interval validity of the experiment such that, on average, any observed differences between the groups are attributable to treatment effects and not subsample composition. Results from split-sample experiments are valid as long as the split groups satisfy the following criteria:

- the control and the experimental groups are identical with respect to their known characteristics;
- random assignment to one of the two groups occurs simultaneously and prior to the experiment;
- the control and the experimental groups are independent and neither the interviewer nor the respondent has any knowledge of group assignment; and
- the conditions for the experiment are identical for both the control and the experimental groups (Petersen 2008).

However, split-sample experiments are not without methodological limitations. First, such experiments concern only a single factor, which can assume only one of two values (Sniderman and Grob 1996). Second, the experiments themselves offer no information on the quality of the data, nor is an obvious basis for comparison evident to assess which of the instruments is better (Fowler 2004; Ziniel 2008). Third, a methodological debate in the empirical research literature focuses on whether split-ballots qualify as experiments at all (Petersen 2008).

### Sampling

The target population for the NCVS is U.S. residents ages 12 years or older who reside in housing units or in noninstitutionalized group quarters in one of the fifty states or the District of Columbia. The two subsequent stages of the sampling design are as follows. First, a sample of Primary Sampling Units, or PSUs, consisting of counties or groups of bordering counties, is identified. Second, a systematic random sample of housing units and group quarters is selected from those PSUs. The size of that systematic random sample of housing units or group quarters is sufficiently large enough to ensure that the number of completed person interviews meets NCVS reliability goals.<sup>4</sup>

Starting from a frame of all counties across the United States, the sampled households are then divided into seven discrete groups, or rotations, so that all age-eligible individuals from those households become part of a rotating panel. Once all eligible persons from within the sampled households become part of a panel, they are administered the NCVS every six months for a total of seven interviews over a period of three years to determine if they had been victimized during the

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<sup>4</sup> For more information on NCVS sampling methodology, please refer to the National Crime Victimization Survey, 2016: Technical Documentation at <http://www.bjs.gov/content/pub/pdf/ncvstd16.pdf>.

six months preceding the interview. The purpose of the panel is to follow the same households and individuals to verify each reported incident is unique and that each incident is attributed to the correct time period.

The first NCVS interview is considered the incoming rotation, and the second through the seventh interviews are considered continuing rotations. The incoming rotation is administered face-to-face using a computer-assisted personal interviewing (CAPI) instrument, and the continuing rotations are administered by telephone using the same CAPI instrument unless a face-to-face interview is necessary. Households exit the panel after the seventh interview and new households enter, or rotate, into the panel. This rotation scheme serves two purposes. First, it decreases respondent burden. Second, it increases the statistical precision of the estimates from the surveys.

While the NCVS is collected on a continual basis, the SCS is collected biennially in the spring. A total of 108,400 households were eligible to complete the NCVS from January of 2019 to June of 2019. All persons of 12 to 18 years of age in responding NCVS households were eligible to receive the SCS. Overall, there were 14,300 persons of 12 to 18 years of age who were eligible to complete the SCS for 2019.

### **Split-Sample Administration**

The eight sections of the SCS instrument for 2019 were as follows:

1. SCREEN QUESTIONS FOR THE SUPPLEMENT: screen respondent eligibility for the SCS.
2. ENVIRONMENTAL QUESTIONS: school name;<sup>5</sup> school location; school type; grade levels; mode to and from school; school activities; school safety; and alcohol/drug availability.
3. FIGHTING, BULLYING AND HATE BEHAVIORS: number of physical fights; incidents respondent may characterize as bullying; and hate-related incidents.
4. AVOIDANCE: stay away from places in or around school; stay away from school activities; or stay away from school altogether for fear of attack or harm.
5. FEAR: fear of attack or harm in school building or on school property; on the way to or from school, including on a school bus; and how often fear attack or harm elsewhere.
6. WEAPONS: brought a weapon into school building or onto school grounds; knew another student who did; saw another student with a gun; or could have gotten a loaded gun either at school or away from school.
7. GANGS: gang presence at school as well as gang activity at school, including violence and drug sales.
8. STUDENT CHARACTERISTICS: class attendance; academic performance; and scholastic aspirations.

Questions in the ENVIRONMENTAL QUESTIONS section, the FIGHTING, BULLYING AND HATE BEHAVIORS section, and the GANGS section were split between the two versions of the 2019 SCS. Questions in the SCREEN QUESTIONS FOR SUPPLEMENT section, the AVOIDANCE section, the FEAR section, the WEAPONS section, and the STUDENT CHARACTERISTICS section were not split in the 2019 SCS.

BJS and NCES consulted with the Demographic Statistical Methods Division (DSMD) at the Census to determine if a split sample would be appropriate. DSMD evaluated the appropriateness of a

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<sup>5</sup> The school name provided by respondents has been linked to the Common Core of Data (CCD) or the Private School Universe Survey (PSS) in order to append school variables to the 2019 SCS.

60-percent/40-percent (60/40) split and a 50-percent/50-percent (50/50) split. DSMD estimated that a 60/40 split could identify a difference in bullying rates of 4.6 percent as statistically significant ( $\alpha = 0.05$ ), while a 50/50 split could identify a difference in bullying rates of 4.5 percent as statistically significant ( $\alpha = 0.05$ ). The estimated minimum differences to establish statistical significance are therefore indistinguishable. Nevertheless, BJS and NCES proposed a 60/40 split for the 2019 SCS for the following reasons. First, the coefficient of variation (CV) for the control group (Version 1) was lower for a 60/40 split than for a 50/50 split. Second, a 60/40 split boosted the sample size of the control group, which may help to preserve historical trend lines in the data.

The split-sample design for the 2019 SCS meant that Version 1 of the questionnaire was administered to 60 percent of the sample and Version 2 of the questionnaire was administered to the remaining 40 percent of the sample. Assignment of cases to the different versions of the questionnaire took place at the household level during sampling. This meant that all persons within a household deemed eligible to complete the SCS received the same version of the questionnaire.

The 2019 SCS was administered to all NCVS household members ages 12 to 18 who completed their NCVS interviews in English or in Spanish from January of 2019 to June of 2019. NCVS respondents within the specified age range were invited to participate in the SCS immediately upon completion of their NCVS interviews. If NCVS or SCS interviews could not be completed with eligible household members, then other household members could provide responses on their behalf, a practice known as proxy interviews. Out of the 7,005 household members who responded to the SCS, 729 of them were proxy interviews. If NCVS interviews were conducted in any language other than English or Spanish, respondents were not invited to participate in the SCS. NCVS and SCS interviews were all conducted using a CAPI instrument. Interviews could be conducted by telephone or by personal visit.

## **Weighting**

The data from the NCVS and the SCS can be used to make inferences about the 12- to 18-year-old student population of the United States in 2019. In order to make such inferences, it is necessary to adjust the sample so that it resembles the entire population of students. Each respondent represents a probable percentage of all cases if they all were interviewed. Multiplying each case by a factor, or weight, adjusts the unweighted counts from the sample to the population. The final weight adjusts for the unequal probability of selection.

The weights specifically created for the SCS were a combination of household-level and person-level adjustment factors, but did not include any adjustments for time-in-sample effects and were not generated individually for Version 1 and Version 2.<sup>6</sup> For the NCVS, adjustments to account for noninterviews for households and for persons were made. In addition, factors were applied to decrease the variance of the estimate by correcting for differences between the sample distribution for age, race, and sex and the known population distributions for these characteristics. The resulting weights were assigned to all interviewed households and persons.

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<sup>6</sup> More detailed information on SCS weights can be found in the Source and Accuracy Statement of the 2019 School Crime Supplement to the National Crime Victimization Survey, of the 2019 SCS Codebook located at <https://www.icpsr.umich.edu/web/NACJD/studies/37816/datadocumentation>.

# Preliminary Results of 2019 School Crime Supplement

## Unit Response Rates by Version

The overall SCS response rate is the product of the NCVS household response rate and the within-household SCS response rate. The low overall response to the 2019 SCS of 35.5 percent is a cause for concern with regard to potential bias. To that end, nonresponse bias analysis shows statistically significant differences in response rates and in respondent versus nonrespondent distributions between geographic subgroups (region) and between demographic subgroups (race/ethnicity).<sup>7</sup> While nonresponse weighting adjustments are used to minimize such differences, estimates should be interpreted with caution as the response data on which the analysis is based may not capture responses from the totality of the target population for the 2019 SCS. The weighted SCS response rate for Version 1 is 35.9 percent and the weighted SCS response rate for Version 2 is 34.7 percent, and are not significantly different from one another. Table 1 presents the response rates for Version 1 and for Version 2 of the 2019 SCS instrument.

**Table 1. 2019 School Crime Supplement unit response rates, by version**

Response	Count	Weighted sum	Unweighted response/nonresponse rates (percent)	Weighted response/nonresponse rates (percent)
<b>Version 1</b>				
Eligible/unknown eligibility	65,200	72,613,000		
Household response	47,000	52,897,000	72.1	72.8
NCVS persons (age 12–18) within responding households	8,600	13,436,000		
SCS person response	4,300	6,632,000	49.7	49.4
<b>Overall SCS response</b>			<b>35.8</b>	<b>35.9</b>
<b>Version 2</b>				
Eligible/unknown eligibility	43,200	48,240,000		
Household response	31,000	34,929,000	71.8	72.4
NCVS persons (age 12–18) within responding households	5,700	8,934,000		
SCS person response	2,800	4,279,000	48.2	47.9
<b>Overall SCS response</b>			<b>34.6</b>	<b>34.7</b>

SOURCE: Census internal response data from 2019 School Crime Supplement (SCS) and January to June of 2019 National Crime Victimization Survey (NCVS).

Low response rates to the 2019 SCS are attributable to the fact that the NCVS was unable to secure cooperation from respondents before they had the opportunity to respond to the SCS. Indeed, approximately 84.7 percent of nonresponse to the SCS was due to nonresponse to the NCVS.

## Respondents by Version

The assignment to Version 1 or to Version 2 of the SCS was made at the household level prior to beginning the administration of the NCVS. To compare population distributions between the two groups, distributions based on respondents' student and school characteristics were generated between Version 1 and Version 2 of the split-sample design. For the 27 variable categories in student

<sup>7</sup> U.S. Department of Justice, Bureau of Justice Statistics. (forthcoming). National Crime Victimization Survey: School Crime Supplement 2019: Codebook (ICPSR 37816). Ann Arbor: MIC: Inter-University Consortium for Political and Social Research, located at <https://www.icpsr.umich.edu/web/NACJD/studies/37816/datadocumentation>.

characteristics, differences were found for age “14” (15.1 percent versus 12.9 percent, respectively) and for “Asian, not Hispanic or Latino” (6.4 percent versus 4.9 percent, respectively). For the 30 variable categories in school characteristics, Version 1 of the survey had a higher percentage of respondents in the “Less than 13 students” category for their “Student-to-full-time equivalent (FTE) teacher ratio” (18.7 percent versus 15.1 percent, respectively).<sup>8</sup> Due to the differences in population distributions above, caution should be used in interpreting results between versions, particularly when interpreting results based on small differences or a relatively small number of cases. The full impact of these population differences cannot be determined without further inferential analysis that is outside the purview of this report. Estimates for all respondent characteristics can be found in appendix C.

### **Item Response**

Responses to specific questions by the respondent are known as item responses. When respondents fail to answer specific questions for any reason, editing operations on the SCS may fill in values that are missing or create new missing values. The SCS supplement now contains data categories to indicate specific types of missing data; potential responses include but not limited to: valid values, explicit don’t know, blind don’t know, blind refusals, etc.<sup>9</sup> Table 2 presents item responses to selected questions by version (1 or 2) based on original interviews; that is, before editing. Overall, average item responses by SCS respondents varied by less than a percentage point between versions.

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<sup>8</sup> Additionally, Version 1 of the survey had a higher percentage of missing values in the matching CCD or PSS school record for the “Percent of students eligible for free or reduced-price lunch” as compared to Version 2 (6.3 percent versus 5.0 percent, respectively).

<sup>9</sup> A full discussion of missing data categories can be found in the 2019 SCS Codebook located at <https://www.icpsr.umich.edu/web/NACJD/studies/37816/datadocumentation>.

**Table 2. 2019 School Crime Supplement item responses, by version**

Item—Version—Questionnaire Number	Average item response (percent)
Availability of Drugs and Alcohol at School—1—19v1 a–d	96.3
Availability of Drugs and Alcohol at School—2—19v2 a–e	95.8
Avoiding Activities, Classes, or Places at School—38b–38f, 39a–39c	98.6
Bullying—1—22v1 a–g	98.9
Bullying—2—22v2 a–h	98.4
Bullying Frequency—1—23v1 a–b	95.4
Bullying Frequency—2—25v2, 26v2 a–b	94.4
Bullying Location—1—28v1	96.4
Bullying Location—2—30v2	96.5
Bullying Negative Effects—1—30v1 a–d	97.2
Bullying Negative Effects—2—32v2 a–d	97.1
Bullying Reason—1—31v1 a–g	97.5
Bullying Reason—2—33v2 a–g	96.8
Bullying Relationship—29v2 a–d	95.4
Bullying Repetition and Power Imbalance—1—24v1, 25v1, 26v1, 27v1 a–e	94.6
Bullying Repetition and Power Imbalance—2—23v2, 24v2, 27v2, 28v2 a–e	94.4
Bullying Told Adult—1—29v1	97.1
Bullying Told Adult—2—31v2	97.1
Consider Incidents Bullying—34v2	97.1
Gangs at School—44a	98.8
Safety and Security Measures at School—10a–10i	99.3
School-Sponsored Activities—1—9v1 a–g	99.3
School-Sponsored Activities—2—9v2 a–g	99.0
Threat of Personal Safety at School and Away from School—40a–40c	98.7

SOURCE: Census internal data from 2019 School Crime Supplement (SCS) interviews.

### **Bullying Estimates (Type, Location, and Rates)**

In both versions of the questionnaire, the initial bullying victimization was calculated based on responses to all types of bullying behavior (question 22 of Version 1 and of Version 2) with respondents who failed to give a “Yes” or “No” response on all subparts of the question being dropped from the bullying estimate. Respondents who answered yes to any type of bullying behavior were considered bullied, while respondents who answered no to all types of bullying behavior were considered “Not Bullied.”

Using follow-up questions on repetition and power imbalance creates secondary estimates of what percentage of respondents experienced bullying as outlined in the CDC uniform definition. We refer to this as “with Repetition and Power Imbalance.” Furthermore, Version 2 of question 29 clarified the relationship of the student to the perpetrator in an effort to exclude behaviors better accounted for by other constructs. Specifically, the CDC uniform definition excludes victimization that involves a sibling or current dating partner because violence in these relationships is referred to as domestic or dating violence. Estimates using this exclusion are given below in additional categories with the label “Excluding Relationships.”

Table 3 shows the percentages of students bullied at school for each of these estimates derived from the 2019 SCS. The weighted estimates of students who were bullied based on types of bullying behaviors show no difference between Versions 1 and 2; that is, 22.2 percent. Estimates of bullying including repetition and power imbalance were also similar for Version 1 (14.9 percent) and for Version 2 (15.2 percent). Few students reported that they were bullied by one person who is a sibling or current dating partner, resulting in similar estimates when excluding these students

in the bullying estimate for Version 2 (21.8 percent for students bullied at school and 15.0 percent for those bullied with repetition and power imbalance).

**Table 3. Weighted bullying estimates, by version**

Split-sample administration	Bullied (Percent)	Not bullied (Percent)	Standard error of the estimate
Version 1			
Bullied	22.2	77.8	0.85
With repetition and power imbalance	14.9	85.1	0.77
Version 2			
Bullied <sup>1</sup>	22.2	77.8	1.02
Excluding relationships <sup>2</sup>	21.8	78.2	1.02
With repetition and power imbalance	15.2	84.8	0.87
With repetition and power imbalance and excluding relationships <sup>2</sup>	15.0	85.0	0.88

<sup>1</sup> In Version 2, the term “bullied” was not used in the question descriptions. In addition to the types of bullying listed below “shared private information” was added.

<sup>2</sup> Types of relationships to the student include: brothers or sisters, and boyfriends or girlfriends.

NOTE: “Bullied” includes students who reported being made fun of, called names, or insulted; being the subject of rumors; being threatened with harm; being pushed, shoved, tripped, or spit on; being pressured into doing things they did not want to do; being excluded from activities on purpose; and having property destroyed on purpose. “Repetition” includes students who reported being bullied more than one day or more than once in a day, as well as students who thought the bullying would happen again. “Power Imbalance” includes students who reported being bullied by someone who had more power or strength (e.g., someone bigger, more popular, with more money, influence, or more power in any other way) as well as students who reported being bullied by multiple students acting as a team or acting both alone and as a team.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2019.

In addition to estimating bullying using examples of hateful or bad behaviors, Version 2 also explicitly asked students at the end of the bullying section if they thought these behaviors constituted bullying (question 34). Table 4 shows the percentage of students who labeled the hurtful or bad behaviors they reported as bullying. Interestingly, only half of students answered that they considered their experiences bullying. This changes to 60.9 percent when selecting for repetition and power imbalance.

**Table 4. Among students ages 12 to 18 who reported bullying behaviors, percentage who explicitly considered them to be bullying from Version 2**

Version 2	Explicitly reported being bullied (SE)	Explicitly reported not being bullied (SE)	Didn't know if they were being bullied (SE)
Total bullied <sup>1</sup>	50.2 (2.39)	44.6 (2.21)	5.29 (0.96)
With repetition and power imbalance	60.9 (3.24)	33.9 (3.06)	5.21 (1.13)

<sup>1</sup> In Version 2, the term “bullied” was not used in the question descriptions. In addition to the types of bullying listed below “shared private information” was added.

NOTE: “Bullied” includes students who reported being made fun of, called names, or insulted; being the subject of rumors; being threatened with harm; being pushed, shoved, tripped, or spit on; being pressured into doing things they did not want to do; being excluded from activities on purpose; and having property destroyed on purpose. “Repetition” includes students who reported being bullied more than one day or more than once in a day, as well as students who thought the bullying would happen again. “Power Imbalance” includes students who reported being bullied by someone who had more power or strength (e.g., someone bigger, more popular, with more money, influence, or more power in any other way) as well as students who reported being bullied by multiple students acting as a team or acting both alone and as a team. “Explicitly bullied” includes student who reported that they considered the things that they reported as making them feel bad or being hurtful to be bullying. SE refers to standard error.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2019.

Finally, table 5 includes estimates for bullying types and places that were significantly different between versions or newly added question subparts in Version 2.

**Table 5. Weighted estimates with notable differences, by type and location of bullying**

Bullying type and location	Version 1 percent (SE)	Version 2 percent (SE)
Percentage of students bullied by type		
Purposely shared your private information, photos, or videos in a hurtful way?	† (†)	2.0 (0.33)
Pushed you, shoved you, tripped you, or spit on you?	5.2 (0.43)	6.8 (0.59)
Excluded you from activities on purpose? <sup>1</sup>	6.0 (0.51)	3.4 (0.39)
Among those bullied, location of bullying		
In a classroom at school?	46.7 (2.25)	39.3 (2.45)
In a gymnasium or weight room at school?	† (†)	11.5 (1.49)
On the way to or from school such as on a school bus or at a bus stop?	9.9 (1.19)	6.0 (1.11)

† Not applicable.

<sup>1</sup> Differences in wording between Version 1 and Version 2 are as follows. Version 1: “Excluded you from activities on purpose?” Version 2: “Excluded you from activities, social media, or other communications to hurt you?”

NOTE: SE refers to standard error.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2019.

### Estimates of Availability of Drugs in School

Version 1 of the questionnaire asks if it is possible for students “at your school” to get drugs and alcohol. In Version 2 of the questionnaire, “while at school” was used instead to assess the availability of drugs. Additionally, a sub-item regarding the availability of opioids, specifically, was added. The emphasis of location in assessing the availability of drugs makes Version 2 better suited to assess any drug distribution problems in schools. Table 6 presents estimates for the reported availability of alcohol, marijuana, and other drugs at school for both versions of the questionnaire. Notable differences were found between Version 1 and Version 2 for reporting availability of alcohol (25.4 percent versus 16.7 percent, respectively) and marijuana (35.8 percent versus 30.6 percent, respectively).

**Table 6. Weighted estimates for availability of alcohol and drugs at school, by version**

Availability of alcohol and drugs	Version 1 percent (SE)	Version 2 percent (SE)
Is it possible for students at your school to get... <sup>1</sup>		
Alcoholic beverages?	25.4 (0.98)	16.7 (1.27)
Marijuana, also known as pot, weed, or mary jane? <sup>2</sup>	35.8 (1.07)	30.6 (1.37)
Other prescription or illegal drugs <sup>3</sup>	21.1 (1.04)	18.4 (1.11)

<sup>1</sup> Introductory text for the question in Version 1 is as follows: “The following question refers to the availability of drugs and alcohol at your school.” The wording in Version 2 is as follows: “Is it possible for students to get any of the following while at school...”

<sup>2</sup> Wording in Version 2 is as follows: “Marijuana, also known as pot or weed?”

<sup>3</sup> Version 1 includes respondents who reported being able to obtain any of the following at school: prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin, or Adderall; other illegal drugs, such as cocaine, uppers, or heroin. Version 2 includes respondents who reported being able to obtain any of the following at school: heroin or prescription painkillers illegally obtained without a prescription, such as codeine, Percocet, or fentanyl. These are also known as opioids: other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall; other illegal drugs such as cocaine, uppers, or crystal meth.

NOTE: SE refers to standard error.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2019.



## Estimates of Student Activities and Gangs in School

Table 7 provides estimates for students who participated in activities sponsored by their school. The largest absolute difference between Version 1 and Version 2 was found for athletic teams (38.8 percent versus 35.3 percent, respectively). None of the other differences in extracurricular activities were significant after accounting for the standard errors of the estimates. Additionally, no significant differences were found between versions for reports of gangs at school.

**Table 7. Weighted estimates for extracurricular school activities, by version**

Extracurricular school activity	Version 1 percent (SE)	Version 2 <sup>1</sup> percent (SE)
During this school year, have you participated in any of the following activities sponsored by your school:		
Athletic teams at school?	38.8 (1.08)	35.3 (1.29)
Spirit groups, for example, cheerleading, dance team, or Pep Club?	7.7 (0.53)	9.0 (0.72)
Performing arts, for example, band, choir, orchestra, or drama?	28.1 (0.97)	26.9 (1.07)
Academic clubs, for example, debate team, Honor Society, Spanish Club, or Math Club? <sup>2</sup>	20.8 (0.73)	20.6 (0.97)
Student government? <sup>3</sup>	5.5 (0.45)	6.4 (0.67)
Volunteer or community service clubs sponsored by your school? Do not include service hours required for graduation.	15.7 (0.81)	15.7 (0.89)
Other school clubs or school activities?	3.2 (0.33)	2.6 (0.41)

<sup>1</sup> Respondents to Version 2 were asked about spirit groups before athletic teams to reduce confusion.

<sup>2</sup> Version 1 wording. Version 2 wording is as follows: academic clubs, for example, debate team, Honor Society, Spanish Club, Math Club, or Computer Club?

<sup>3</sup> Version 1 wording. Version 2 wording is as follows: class council or student government, also known as SGA?

NOTE: SE refers to standard error.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2019.

## Findings From Interviewer Debriefing

The Census, through the Associate Director for Demographic Programs–Survey Operations (ADDP-SO), used a questionnaire to debrief all field staff who administered at least one SCS interview. The debriefing questionnaire was self-administered and designed to elicit constructive criticism on the 2019 SCS. Some of the topics covered included the following:

- the sequence and the flow of the questions;
- any difficulties respondents and/or interviewers had with any of the questions;
- any recommendations for changing, adding, or deleting questions;
- whether respondents understood the terms and the concepts used in the questions;
- any differences in perceptions between the two versions of the questionnaire; and
- whether the interviewers thought the SCS was an effective tool for measuring crime and safety in our schools and for measuring bullying in our schools.

The total number of field staff who administered at least one SCS interview and who were still working at the time of the debriefing was 970. Of that total, 550 (56.7 percent) completed the 21-question debriefing questionnaire. In addition, 75 field staff who did not administer at least one SCS interview completed the two final questions on the debriefing questionnaire (one question on the efficacy of their training, and one question for any additional comments or suggestions) to make the total number of field staff to answer those two questions 625. Responses to the debriefing questionnaire were reviewed, consolidated, and analyzed by ADDP-SO staff.

Overall, 91.1 percent (501/550) of interviewers thought the SCS was an effective tool for measuring crime and safety in our schools, and 87.8 percent (483/550) of interviewers thought that the SCS was an effective tool for measuring bullying in our schools. Further, 91.8 percent (505/550) of interviewers responded that they did not have any comments regarding Version 1 and/or Version 2 of the SCS questionnaire. Among the 8.2 percent (45/550) of interviewers who responded that they did have comments regarding Version 1 and/or Version 2 of the SCS questionnaire, 11 out of 45 expressed a preference for Version 1 and 20 out of 45 expressed a preference for Version 2. The following quote captures the sentiments of those who preferred Version 1:

“Students understand what bullying means. Easier for them to answer.”

This quote captures the sentiments of those who preferred Version 2:

“It is better to not refer to it as bullying to start. [M]ost kids need to be led to the final question of if they consider it bullying. [A]t first they do not want to admit to being bullied.”

While the debriefing questionnaire did not specifically ask about survey length, a recurring theme reported by the interviewers was the perception that the SCS interview is too long, wordy, and/or repetitive. To measure that perception, preliminary time stamps from completed interviews showed that, on average, a long interview took 16 minutes and 31 seconds and a short SCS interview took 1 minute and 18 seconds.

Consequently, interviewers recommended reviewing the estimated length of the SCS, particularly because the introductory statement specifies that the SCS is estimated to take from 3 to 15 minutes, depending on the respondent’s circumstances. Because the longest SCS interview, on average, was

approximately 1 minute and 31 seconds longer than the maximum time specified, the interviewers recommended updating the introductory statement for future SCS accordingly. Additional recommendations included providing training opportunities for SCS interviewers to learn strategies to gain respondent cooperation and participation in order to increase response rates for future iterations.

## Discussion and Conclusions

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The basic criteria for a valid split-sample experiment were met in the administration of the 2019 SCS except for completely identical sample characteristics. Populations for each version of the questionnaire were generally equivalent, evidencing small but significant differences on respondent characteristics including age, race/ethnicity, student/teacher ratio, and free or reduced-price lunch.<sup>10</sup>

The random assignment to Version 1 or to Version 2 of the SCS was made at the household level prior to beginning the administration of the NCVS. Because all members of each household were assigned to the same version of the questionnaire, each individual could be exposed to only a single SCS version. All questionnaires 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.

No notable differences were found in the estimates of students ages 12 to 18 who reported experiencing some type of bullying at school using the two versions of the questionnaire. Among those responding to either Version 1 or to Version 2 of the 2019 SCS, an estimated 22.2 percent indicated they had been bullied at school. This is not significantly different from the estimate of 20.2 percent of respondents bullied at school on the 2017 SCS when students received the same definition of bullying as in Version 1 of the 2019 survey. In addition, there were no notable differences in the bullying estimates with repetition and power imbalance between 2017 (13.6 percent) and Version 1 for 2019 (14.9 percent). Among those who received Version 2, a small but statistically significant difference was found in comparison to 2017 (15.9 percent and 13.6 percent).

The introduction of Version 2 of the questionnaire sought to reduce respondent bias surrounding the concept of bullying by removing use of the term itself, given evidence that the term “bullying” may lead to under-endorsement (Byrne et al. 2016). However, the descriptions of bullying in Version 2 remained the same as Version 1, which coincides with the similarity in bullying estimates between versions. The Version 2 questionnaire provided an additional question to identify whether students believed they were being bullied. Roughly half of students who reported any type of bullying believed that they were being bullied (50.2 percent), providing preliminary support for the use of behavioral descriptions to accurately capture incidents of bullying rather than relying exclusively on respondents’ willingness to identify with and label behavior as such. For students who met the criteria for bullying with repetition and power imbalance, 60.9 percent believed that they were being bullied.

Additional differences were found in types of bullying for students who reported being excluded from activities on purpose between Version 1 (6.0 percent) and Version 2 (3.4 percent), respectively. The difference observed may be due to the use of an alternatively worded introduction and the inclusion of “social media, or other communication to hurt you” in the sub-item description in Version 2. Further, a small but notable difference was seen between students who reported being “pushed, shoved, tripped, or spit on” (5.2 percent versus 6.8 percent, respectively). Higher estimates of bullying in a classroom (46.7 percent) or on a bus (9.9 percent)

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<sup>10</sup> Due to the differences in population distributions, caution should be used in interpreting results between versions, particularly when interpreting results based on small differences or a relatively small number of cases. The full impact of these population differences cannot be determined without further inferential analysis that is outside the purview of this report. Estimates for all respondent characteristics can be found in appendix C.

were found in Version 1 as compared to Version 2 (39.3 percent and 6.0 percent, respectively). These differences could be attributable to changes in the wording of question. However, no other differences were observed for additional locations.

A notable decrease in the reported availability of drugs in schools was seen between Versions 1 and 2 of the questionnaire. Specifically, results from Version 1 indicated that 25.4 percent of students reported students at their school being able to get an alcoholic beverage, while 16.7 percent in Version 2 reported students were able to obtain alcohol at school. Similarly, for marijuana, 35.8 percent in Version 1 reported its availability at school compared to 30.6 percent in Version 2. Between Versions 1 and 2, a small but consequential change was made to the text of the questions that emphasized the ability of students to get these drugs “while at school.” Thus, the change in the text may have increased accuracy of reporting to include only drugs and alcohol obtained on school grounds as opposed to assessing global access, culminating in lower estimates.

For the SCS environmental questions, the ordering of student activities seems to have made a small but notable change in athletic teams between Versions 1 and 2 (38.8 percent versus 35.5 percent, respectively). Lastly, the slight modification to the introduction for the section assessing the presence of gangs at school resulted in no differences in response rates between versions of the questionnaire.

For the analysis of the 2019 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 2019 data. Researchers are advised not to include responses from Version 2 of the questionnaire when estimating national trends of bullying, school sponsored activities, availability of drugs and alcohol at school, and gangs at school because the 2019 SCS split sample was designed to use Version 2 mainly to test alternate questions for these subjects. It is recommended that any additional exploratory analyses of the survey data involving a single version of the survey include estimates of the total population by multiplying the person weight by a factor of 100/60 for Version 1, and a factor of 100/40 for Version 2; results should be labeled to indicate that any estimates were generated from a subset of the total population of respondents.

## Recommendations

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After review of the findings of the 2019 split-sample experiment, NCES and BJS determined to continue to collect bullying experiences using modified Version 1 of the bullying series. However, it was also determined that referencing electronic bullying in the stem of the initial item in the series is imperative for respondents to be thinking about bullying experiences that may occur both in-person and electronically. Therefore, the sentence in the stem for Version 2, “These could occur in person or using technologies, such as a phone, the Internet, or social media.” has been added to Version 1. In preparation for the next collection, NCES contracted with the American Institutes for Research to conduct nine cognitive interviews to test this minor modification of the item. Results of this testing yielded no major comprehension concerns. Therefore, it was determined to move forward with this version of the bullying series for future SCS administrations. In regard to the alternate wording tested for school sponsored activities, alcohol and drugs in schools and gangs in schools, the questions from Version 2 will be used in future collections of this data.

Additionally, results from the interviewer debriefing highlight two important critiques of the 2019 SCS that require attention in preparation for future SCS administrations. First, the introductory statement referencing the length of time to complete the survey needs to be updated to account for differences observed in the average estimated times for both long and short interview completion. Second, more of the interviewer-reported strategies for gaining cooperation and participation need to be incorporated into training for SCS interviewers going forward. The latter recommendation gains importance given the downward trajectory of response rates to the SCS.

Lastly, due to the 2020 pandemic and subsequent rearrangement of the school environment to accommodate school closures and distance learning, the next SCS collection has been delayed a year to the spring of 2022.

## Statistical Procedures

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Comparisons of estimates derived from the survey responses have been tested for statistical significance using the Student's  $t$  statistic to ensure that the differences are larger than those that might be expected due to sampling variation. All statements about comparisons cited in the report are statistically significant at the 0.05 level. Whether the statistical test is considered significant or not is determined by calculating a  $t$  value for the difference between a pair of means or proportions and comparing this value to published tables of significance levels for two-tailed hypothesis testing. Adjustments were not made to the  $t$  test formula to account for multiple comparisons. Conducting multiple comparisons increases the chances of making a Type I error and reporting findings as significant.

The  $t$  statistic between estimates from various subgroups presented in the tables can be computed using the following formula:

$$t = \frac{x_1 - x_2}{\sqrt{SE_1^2 + SE_2^2}}$$

where  $x_1$  and  $x_2$  are the estimates to be compared (e.g., the means of sample members in two groups) and  $SE_1$  and  $SE_2$  are their corresponding standard errors. The threshold for determining significance at the 95 percent level for all comparisons in this report was  $t = 1.96$ . The standard errors of the estimates for different subpopulations can vary considerably and should be considered when drawing conclusions about the estimates being compared.

Readers should be aware of the limitations of the survey design and the analytical approach used here regarding causality. Conclusions about causality between questionnaire type and estimates of bullying, drug availability, student activities or gangs at school cannot be made due to the nonexperimental design of the SCS. Therefore, no causal inferences should be made between the variables of interest and victimization when reading these results. Furthermore, this analysis does not control for possible correlations among variables.

## References

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## Appendix A: School Crime Supplement to the National Crime Victimization Survey Details of Survey Question Changes From 2017 to 2019

2017 item number	2017 question	Change	2019 Version 1 item number	2019 Version 1 question	2019 Version 2 item number	2019 Version 2 question
9a	Athletic teams at school?	Order change	9a	Same as 2017	9b	Athletic teams at school?
9b	Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?	Order change	9b	Same as 2017	9a	Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?
9d	Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?	Reworded	9d	Same as 2017	9d	Academic clubs, for example, Debate Team, Honor Society, Spanish Club, Math Club, or Computer Club?
9e	Student government?	Reworded	9e	Same as 2017	9e	Class council or student government, also known as SGA?
9f	IF GRADES 6, 7, or 8: Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club? IF GRADES 9, 10, 11, or 12: Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, Key Club, or Interact? Do not include community service hours required for graduation.	Reworded	9f	Same as 2017	9f	IF GRADES 6, 7, or 8: Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Environmental Club, or Recycling Club? IF GRADES 9, 10, 11, or 12: Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Environmental Club, Key Club, or Interact? Do not include community service hours required for graduation.
19	Is it possible for students at your school to get _____ ?	Reworded	19a	Same as 2017	19a	Is it possible for students to get any of the following while at school...
19b	Marijuana, also known as pot, weed or mary jane?	Reworded	19b	Same as 2017	19b	Marijuana, also known as pot or weed?
		New			19c	Heroin or prescription painkillers illegally obtained without a prescription, such as Codeine, Percocet, or fentanyl? These are also known as opioids.

2017 item number	2017 question	Change	2019 Version 1 item number	2019 Version 1 question	2019 Version 2 item number	2019 Version 2 question
19c	Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin, or Adderall?	Reworded	19c	Same as 2017	19d	Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?
19d	Other illegal drugs, such as cocaine, uppers, or heroin.	Reworded	19e	Other illegal drugs, such as cocaine, uppers, or heroin.  Do not include tobacco or tobacco products.	19e	Other illegal drugs, such as cocaine, uppers, or crystal meth?  Do not include tobacco or tobacco products.
22	Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you? That is, has another student...	Reworded	22	Same as 2017	22	Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. These could occur in person or using technologies, such as a phone, the Internet, or social media. During this school year, has any student from your school...
		New			22c	Purposely shared your private information, photos, or videos in a hurtful way?
22f	Excluded you from activities on purpose?	Reworded	22f	Same as 2017	22g	Excluded you from activities, social media, or other communications to hurt you?
		New	SCS_Intro 4	Same as 2017	SCS_Intro 4	[[If R said yes to only one item from G_MADE_FUN — G_DESTROYED_PROP]: When I asked you that last series of questions, you said yes to 1 of those items. Please think about that one thing you just told me about while answering the next few questions.  [[If R said yes to two or more items from G_MADE_FUN — G_DESTROYED_PROP]: When I asked you that last series of questions, you said yes to ___ of those items. Please think about those things you just told me about while answering the next few questions.

2017 item number	2017 question	Change	2019 Version 1 item number	2019 Version 1 question	2019 Version 2 item number	2019 Version 2 question
23a	During this school year, how many days were you bullied?	Reworded	23a	Same as 2017	26a	During this school year, how many days did you experience [that thing/any of those things]?
23b	In that one day, how many times would you say other students did those things that made you feel bad or were hurtful to you?	Reworded	23b	Same as 2017	26b	In that one day, how many times would you say [another student/other students] did [that thing/any of those things] to you? Read answer categories 1-2.
24	Did you think the bullying would happen again?	Reworded	24	Same as 2017	27	Did you think [that student/those students] would do hurtful things to you again?
25	Thinking about the [time/times] you were bullied this school year, did more than one person do [this/these] things to you?	Reworded	25	Same as 2017	23	Thinking about [that thing/those things] you said you experienced this school year, did more than one student do [this/these things] to you?
26	Did these people act alone, together as a team, or both?	Reworded	26	Same as 2017	24	Did these students act alone, together as a team, or both?
		New			25	You said that more than one student did [that thing/those things] to you. Has any student done [that thing/any of those things] to you more than once during this school year?
27	Now I have some additional questions about the time [another student/other students] {behaviors}. Thinking about the [person/people] who did [this/these things] to you this school year,	Reworded	27	Same as 2017	28	[If R answered "Yes" to G_MULTI_TIMES] You reported that at least one student did [that thing/those things] to you more than once this school year. For the next questions, ONLY think about those students who did something more than once during this school year. [If R answered "No" to G_MULTI_PERS or "No" to G_MULTI_TIMES] Still thinking about [that thing/those things] [another student/other students] did to you during this school year...
27a	[Was this person/were any of these people/was anyone in the group] physically bigger or stronger than you?	Reworded	27a	Same as 2017	28a	[Was that student/Were any of those students] physically bigger or stronger than you?

2017 item number	2017 question	Change	2019 Version 1 item number	2019 Version 1 question	2019 Version 2 item number	2019 Version 2 question
27b	[Was this person/were any of these people/was anyone in the group] more popular than you?	Reworded	27b	Same as 2017	28b	[Was that student/Were any of those students] more popular than you?
27c	[Did this person/did any of these people/did anyone in the group] have more money than you?	Reworded	27c	Same as 2017	28c	[Did that student/Did any of those students] have more money than you?
27d	[Did this person/did any of these people/did anyone in the group] have the ability to influence what other students think of you?	Reworded	27d	Same as 2017	28d	[Did that student/Did any of those students] have the ability to influence what other students think of you?
27e	[Did this person/did any of these people/did anyone in the group] have more power than you in another way?	Reworded	27e	Same as 2017	28e	[Did that student/Did any of those students] have more power than you in another way?
		New			28f	In what other way [did that students/did any of those students] have more power than you?
		New			29	What was your relationship to the student when they did [that thing/these things] to you? Were they...
		New			29a	Your brother or sister?
		New			29b	Your boyfriend or girlfriend at the time?
		New			29c	Your ex-boyfriend or ex-girlfriend at the time?
		New			29d	Another student from school?
28	During this school year, where did the bullying occur? Did it occur...	Reworded	28	Same as 2017	30	Still thinking about [the time/all of the times] that [another student/other students] did [something/those things] to you, where did [it/they] occur? Did [it/they] occur ... Read answer categories. Mark all that apply
		New			30 (Part 4)	In a gymnasium or weight room at school?
28 (Part 5)	Somewhere else inside the school building? - Specify	Reworded	28 (Part 5)	Same as 2017	30 (Part 9)	Somewhere else at school? - Specify

2017 item number	2017 question	Change	2019 Version 1 item number	2019 Version 1 question	2019 Version 2 item number	2019 Version 2 question
29	Did you tell a teacher or some other adult at school about being bullied?	Reworded	29	Same as 2017	31	Did you tell a teacher or some other adult at school about [this student/these students] doing [that thing/those things] to you?
30	This school year, how much has bullying had a negative effect on...	Reworded	30	Same as 2017	32	This school year, how much [has that thing/have those things] had a <b>NEGATIVE</b> effect on:
31	When you were bullied in this school year, did you ever think it was related to...	Reworded	31	Same as 2017	33	When [another student/other students] did [that thing/those things] to you, did you ever think it was related to...
		New			34	Do you consider [that thing/those things] that [another student/other students] did to you to be bullying?
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.	Reworded	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 answers will not be shared with anyone at your school or home.	Intro 4	Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, or something else. Gangs may use common names, signs, symbols, or colors. Your answers will not be shared with anyone at your school or home.

# Appendix B: 2019 School Crime Supplement Questionnaire

2019 SCHOOL CRIME SUPPLEMENT	
<p><b>INTRO_1 -</b> Now, I would like to ask some questions about your experiences at school. We estimate the survey will take 3 to 15 minutes depending on your circumstances. The law authorizes the collection of this data and requires us not to share your responses with your school or family.</p>	
SCREEN QUESTIONS FOR SUPPLEMENT	
<p><b>E_ATTENDSCHOOL</b> 1a. Did you attend school at any time this school year?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP to END</b></p>
<p><b>E_HOMESCHOOL</b> 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>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP to E_DIFFSCHOOL_ATTENDED</b></p>
<p><b>E_ALLHOMESCHOOL</b> 1c. Was all of your schooling this school year homeschooling?</p>	<p>1 <input type="checkbox"/> Yes - <b>SKIP to END</b> 2 <input type="checkbox"/> No</p>
<p><b>E_DIFFSCHOOL_ATTENDED</b> 1d. How many different schools have you attended this school year?  Include your homeschooling as one school. (Only asked if student answered "yes" to <b>E_HOMESCHOOL</b>.)</p>	<p>1 <input type="checkbox"/> One school 2 <input type="checkbox"/> Two schools 3 <input type="checkbox"/> Three or more schools</p>
<p>CHECK ITEM A: If student was not homeschooled (<b>E_HOMESCHOOL</b> = "No") Skip to <b>E_WHATGRADE</b>. If student was partially homeschooled (<b>E_ALLHOMESCHOOL</b> = "No") continue with <b>E_HOMESCHOOLGRADE</b>.</p>	
<p><b>E_HOMESCHOOLGRADE</b> 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>0 <input type="checkbox"/> Fifth or under - <b>SKIP to END</b> 1 <input type="checkbox"/> Sixth 2 <input type="checkbox"/> Seventh 3 <input type="checkbox"/> Eighth 4 <input type="checkbox"/> Ninth 5 <input type="checkbox"/> Tenth 6 <input type="checkbox"/> Eleventh 7 <input type="checkbox"/> Twelfth 8 <input type="checkbox"/> Other - <i>Specify</i> } <b>SKIP to INTRO_2</b> 9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - <b>SKIP to END</b></p> <p><i>Specify</i> _____</p>
<p><b>E_HOMESCHOOLGRADE_OTHER</b></p>	
<p><b>E_WHATGRADE</b> 2b. What grade are you in?  <i>This question refers to the 2018-2019 school year.</i></p>	<p>0 <input type="checkbox"/> Fifth or under - <b>SKIP to END</b> 1 <input type="checkbox"/> Sixth 2 <input type="checkbox"/> Seventh 3 <input type="checkbox"/> Eighth 4 <input type="checkbox"/> Ninth 5 <input type="checkbox"/> Tenth 6 <input type="checkbox"/> Eleventh 7 <input type="checkbox"/> Twelfth 8 <input type="checkbox"/> Other - <i>Specify</i> } <b>SKIP to E_WHATMONTH</b> 9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - <b>SKIP to END</b></p> <p><i>Specify</i> _____</p>
<p><b>E_WHATGRADE_OTHER</b></p>	

Read introduction only if any of the boxes 1-8 are marked in item **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> 3. In what month did your current school year begin?</p>	<p>1 <input type="checkbox"/> August } <b>SKIP</b> to <b>F_SCHOOLSTATE</b>                  2 <input type="checkbox"/> September }                  3 <input type="checkbox"/> Other – <b>ASK</b> <b>E_WHATMONTHOTHER</b></p>
<p><b>E_WHATMONTHOTHER</b></p>	<p>1 <input type="checkbox"/> January                  2 <input type="checkbox"/> February                  3 <input type="checkbox"/> March                  4 <input type="checkbox"/> April                  5 <input type="checkbox"/> May                  6 <input type="checkbox"/> June                  7 <input type="checkbox"/> July                  8 <input type="checkbox"/> October                  9 <input type="checkbox"/> November                  10 <input type="checkbox"/> December</p>
<b>ENVIRONMENTAL QUESTIONS</b>	
<p>4b. <b>F_SCHOOLSTATE</b> In what state is your school located?   <b>F_SCHOOLCOUNTY</b> In what county is your school located?   <b>F_SCHOOLCITY</b> In what city is your school located?   <b>F_NAMEOFSCHOOL</b> What is the complete name of your school?</p>	<p>State                   County                   City                   School Name</p>
<p><b>F_PUBLICORPRIVATE</b> 5a. Is your school public or private?</p>	<p>1 <input type="checkbox"/> Public – <b>ASK</b> <b>F_REGULARSCHOOL</b>                  2 <input type="checkbox"/> Private - <b>SKIP</b> to <b>F_CHURCHRELATED</b></p>
<p><b>F_REGULARSCHOOL</b> 5b. Is this the regular school that most of the students in your neighborhood attend?</p>	<p>1 <input type="checkbox"/> Yes }                  2 <input type="checkbox"/> No } <b>SKIP</b> to <b>F_GRADES_LOW</b></p>
<p><b>F_CHURCHRELATED</b> 5c. Is your school affiliated with a religion?   <i>A school affiliated with a religion is defined as an elementary or secondary school that is either partially or fully supported/funded by a church, synagogue, or mosque.</i></p>	<p>1 <input type="checkbox"/> Yes                  2 <input type="checkbox"/> No                  3 <input type="checkbox"/> Don't know</p>



<p><b>F_GRADES_LOW</b>  <b>6a. What is the lowest grade taught in your school?</b></p>	<p> <input type="checkbox"/> 0 Pre-Kindergarten or Kindergarten  <input type="checkbox"/> 1 1<sup>st</sup> grade  <input type="checkbox"/> 2 2<sup>nd</sup> grade  <input type="checkbox"/> 3 3<sup>rd</sup> grade  <input type="checkbox"/> 4 4<sup>th</sup> grade  <input type="checkbox"/> 5 5<sup>th</sup> grade  <input type="checkbox"/> 6 6<sup>th</sup> grade  <input type="checkbox"/> 7 7<sup>th</sup> grade  <input type="checkbox"/> 8 8<sup>th</sup> grade  <input type="checkbox"/> 9 9<sup>th</sup> grade  <input type="checkbox"/> 10 10<sup>th</sup> grade  <input type="checkbox"/> 11 11<sup>th</sup> grade  <input type="checkbox"/> 12 H.S. Senior  <input type="checkbox"/> 13 Post-graduate  <input type="checkbox"/> 20 All ungraded  <input type="checkbox"/> 30 All special education </p>
<p><b>F_GRADES_HIGH</b>  <b>6b. What is the highest grade taught in your school?</b></p>	<p> <input type="checkbox"/> 0 Pre-Kindergarten or Kindergarten  <input type="checkbox"/> 1 1<sup>st</sup> grade  <input type="checkbox"/> 2 2<sup>nd</sup> grade  <input type="checkbox"/> 3 3<sup>rd</sup> grade  <input type="checkbox"/> 4 4<sup>th</sup> grade  <input type="checkbox"/> 5 5<sup>th</sup> grade  <input type="checkbox"/> 6 6<sup>th</sup> grade  <input type="checkbox"/> 7 7<sup>th</sup> grade  <input type="checkbox"/> 8 8<sup>th</sup> grade  <input type="checkbox"/> 9 9<sup>th</sup> grade  <input type="checkbox"/> 10 10<sup>th</sup> grade  <input type="checkbox"/> 11 11<sup>th</sup> grade  <input type="checkbox"/> 12 H.S. Senior  <input type="checkbox"/> 13 Post-graduate  <input type="checkbox"/> 20 All ungraded  <input type="checkbox"/> 30 All special education </p>
<p><b>F_GETTOSCHOOL</b>  <b>7. How do you get to school most of the time this school year?</b></p> <p><i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><b>F_GETTOSCHOOL_SPECIFY</b></p>	<p> <input type="checkbox"/> 1 Walk  <input type="checkbox"/> 2 School bus  <input type="checkbox"/> 3 Public bus, subway, train  <input type="checkbox"/> 4 Car  <input type="checkbox"/> 5 Bicycle, motorbike, or motorcycle  <input type="checkbox"/> 6 Some other way – <i>Specify</i>    <i>Specify</i> _____ </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><i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><i>If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.</i></p> <p><b>F_HOMEFROMSCHOOL_SPECIFY</b></p>	<p>1 <input type="checkbox"/> Walk</p> <p>2 <input type="checkbox"/> School bus</p> <p>3 <input type="checkbox"/> Public bus, subway, train</p> <p>4 <input type="checkbox"/> Car</p> <p>5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle</p> <p>6 <input type="checkbox"/> Some other way –Specify</p> <p>Specify _____</p>
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**BEGIN SPLIT** – The questions about school sponsored activities have two alternate forms, designed for split-sample administration. Version 1 (**F\_ACTIVITIES\_SPORTS**–**F\_ACTIVITIES\_OTHER\_SPECIFY**) reflects the wording used in the 2017 SCS, and Version 2 (**F\_ACTIVITY\_SPIRIT**–**F\_ACTIVITY\_OTHER\_SPECIFY**) reflects updated wording for the 2019 SCS.

<b>VERSION 1</b>																															
<p><b>9v1. During this school year, have you participated in any of the following activities sponsored by your school:</b></p> <p><b>F_ACTIVITIES_SPORTS</b> a. Athletic teams at school?</p> <p><b>F_ACTIVITIES_SPIRIT</b> b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?</p> <p><b>F_ACTIVITIES_ARTS</b> c. Performing arts, for example, Band, Choir, Orchestra, or Drama?</p> <p><b>F_ACTIVITIES_ACADEMIC</b> d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?</p> <p><b>F_ACTIVITIES_GOV'T</b> e. Student government?</p> <p><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?</p> <p>[IF GRADES 9, 10, 11, or 12 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, Key Club, or Interact? Do not include community service hours required for graduation.</p> <p><b>F_ACTIVITIES_OTHER</b> g. Other school clubs or school activities?</p> <p><b>F_ACTIVITIES_OTHER_SPECIFY</b> What are the other school clubs or school activities you participate in?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">Yes</th> <th style="width: 20%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>Specify _____</td> <td colspan="2" style="text-align: right;"><b>SKIP to F_SAFETY_POLICE</b></td> </tr> </tbody> </table>		Yes	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	Specify _____	<b>SKIP to F_SAFETY_POLICE</b>	
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VERSION 2		Yes	No
9v2. During this school year, have you participated in any of the following activities sponsored by your school:			
<b>F_ACTIVITY_SPIRIT</b>	a. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>F_ACTIVITY_SPORTS</b>	b. Athletic teams at school?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>F_ACTIVITY_ARTS</b>	c. Performing arts, for example, Band, Choir, Orchestra, or Drama?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>F_ACTIVITY_ACADEMIC</b>	d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, Math Club, or Computer Club?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>F_ACTIVITY_GOV'T</b>	e. Class council or student government, also known as SGA?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>F_ACTIVITY_SERVICE</b>	f. [IF GRADES 6, 7, or 8 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Environmental Club, or Recycling Club?  [IF GRADES 9, 10, 11, or 12 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Environmental Club, Key Club, or Interact? Do not include community service hours required for graduation.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>F_ACTIVITY_OTHER</b>	g. Other school clubs or school activities?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>F_ACTIVITY_OTHER_SPECIFY</b>	What are the other school clubs or school activities you participate in?	Specify _____ <b>SKIP to F_SAFETY_POLICE</b>	
<b>END SPLIT – Both Version 1 and Version 2 respondents go to F_SAFETY_POLICE</b>			

<p><b>10. The next questions are about security measures that some schools take.</b></p> <p>Does your school have:</p> <p><b>F_SAFETY_POLICE</b></p> <p>a. Security guards or assigned police officers?</p> <p><b>F_SAFETY_HALLSTAFF</b></p> <p>b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?</p> <p><b>F_SAFETY_METAL_DETECTORS</b></p> <p>c. Metal detectors, including wands?</p> <p><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></p> <p>d. Locked entrance or exit doors during the day?</p> <p><b>F_SAFETY_SIGN_IN</b></p> <p>e. A requirement that visitors sign in AND wear visitor badges or stickers?</p> <p><b>F_SAFETY_LOCKER_CHECKS</b></p> <p>f. Locker checks?</p> <p><i>A locker check is the act of school administrators or officials opening a locker and looking through its contents. Depending on the circumstances, administration may choose to search one, several, or all lockers.</i></p> <p><b>F_SAFETY_STUDENT_ID</b></p> <p>g. A requirement that students wear badges or picture identification?</p> <p><b>F_SAFETY_CAMERAS</b></p> <p>h. One or more security cameras to monitor the school?</p> <p><b>F_SAFETY_CODE_OF_CONDUCT</b></p> <p>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides to you?</p>	<table border="0"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Don't know</th> <th>School does not have lockers</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <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>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <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	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
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<p><b>F_REPORT</b></p> <p>11. If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?</p> <p><i>Probe: Do you have a way to report a threat, such as an anonymous drop box or hotline?</i></p>	<table border="0"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <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	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																						
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<p><b>F_DISTRACTED</b>  <b>12.</b> In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?  <i>Read answer categories</i></p>	<p>1 <input type="checkbox"/> <b>Never</b>  2 <input type="checkbox"/> <b>Almost never</b>  3 <input type="checkbox"/> <b>Sometimes</b>  4 <input type="checkbox"/> <b>Most of the time</b></p>																								
<p><b>13.</b> 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>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <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>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>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>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>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p><b>14.</b> Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?</p> <p>There is a <b>TEACHER</b> or other <b>ADULT</b> 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>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <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>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>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>								
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<p><b>15.</b> Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?</p> <p>There is a <b>STUDENT</b> 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>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <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>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>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>								
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<p>16. Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...?</p> <p><b>F_CRIME_NEIGHBORHOOD</b> There is a lot of crime in the neighborhood where YOU LIVE.</p> <p><i>A neighborhood can be blocks of houses, apartments, and places you spend time at near your home.</i></p>	<table border="0"> <tr> <td>Strongly Agree</td> <td>Agree</td> <td>Disagree</td> <td>Strongly Disagree</td> </tr> <tr> <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> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
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<p>17. Thinking about the neighborhood where YOUR SCHOOL is located, would you strongly agree, agree, disagree, or strongly disagree with the following...?</p> <p><b>F_CRIME_NEIGHBORHOOD_SCHOOL</b> There is a lot of crime in the neighborhood where YOU go to SCHOOL.</p>	<table border="0"> <tr> <td>Strongly Agree</td> <td>Agree</td> <td>Disagree</td> <td>Strongly Disagree</td> </tr> <tr> <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> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
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<p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...?</p> <p><b>F_SAFE_IN_SCHOOL</b> You feel safe in your school.</p>	<table border="0"> <tr> <td>Strongly Agree</td> <td>Agree</td> <td>Disagree</td> <td>Strongly Disagree</td> </tr> <tr> <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> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
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<p><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. [If <b>E_DIFFSCHOOL_ATTENDED</b>= 2 or 3: For the remainder of this survey, think about both/all schools you attended this school year]. Your answers will not be shared with anyone at your school or home.</p>											
<p><b>BEGIN SPLIT</b> – The questions about drug availability have two alternate forms, designed for split-sample administration. Version 1 (<b>F_ALCOHOL</b>—<b>F_OTHER_ILLEGAL</b>) reflects the wording used in the 2017 SCS, and Version 2 (<b>F2_ALCOHOL</b>—<b>F2_OTHER_ILLEGAL</b>) reflects updated wording for the 2019 SCS.</p>											
<p><b>VERSION 1</b> 19v1. 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> <p><i>Do not include tobacco or tobacco products.</i></p>	<table border="0"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </table> <p><b>SKIP</b> to <b>F_KNOW_DRUGS_OR_ALCOHOL</b></p>	Yes	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<p><b>VERSION 2</b> 19v2. Is it possible for students to get any of the following while at school...</p> <p><b>F2_ALCOHOL</b> a. Alcoholic beverages?</p> <p><b>F2_MARIJUANA</b> c. Marijuana, also known as pot or weed?</p> <p><b>F2_OPIOIDS</b> d. Heroin or prescription painkillers illegally obtained without a prescription, such as Codeine, Percocet, or fentanyl? These are also known as opioids.</p> <p><b>F2_PRESCRIPTION_DRUGS</b> d. Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?</p> <p><b>F2_OTHER_ILLEGAL</b> e. Other illegal drugs, such as cocaine, uppers, or crystal meth?</p> <p><i>Do not include tobacco or tobacco products.</i></p>	<table> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td colspan="2"><b>ASK F_KNOW_DRUGS_OR_ALCOHOL</b></td> </tr> </table>	Yes	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<b>ASK F_KNOW_DRUGS_OR_ALCOHOL</b>	
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<p><b>END SPLIT</b> – Both Version 1 and Version 2 respondents go to <b>F_KNOW_DRUGS_OR_ALCOHOL</b>.</p>															
<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>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>														
<p align="center"><b>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>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to <b>G_BULLY_MADE_FUN</b> or <b>G_MADE_FUN</b></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><input type="text"/><input type="text"/><input type="text"/> (Number of times)</p>														
<p><b>BEGIN SPLIT</b> – The questions about bullying have two alternate forms, designed for split-sample administration. Version 1 (<b>G_BULLY_MADE_FUN—G_BULLYING_APPEARANCE</b>) reflects the wording used in the 2017 SCS, and Version 2 (<b>G_MADE_FUN—G_BULLYING</b>) reflects updated wording for the 2019 SCS.</p>															



<p><b>G_BULLY_MULTI_PERS</b>  25v1. Thinking about the [time/times] you were bullied this school year, did more than one person do [this/these things] to you?</p>	<p>1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No - <b>SKIP</b> to G_BULLY_STRONGER</p>																		
<p><b>G_BULLY_HOW_ACT</b>  26v1. Did these people act alone, together as a team, or both?</p>	<p>1 <input type="checkbox"/> Alone  2 <input type="checkbox"/> Together  3 <input type="checkbox"/> Both  4 <input type="checkbox"/> Don't know</p>																		
<p>27v1. Now I have some additional questions about the time [another student/ other students] {behavior<sub>1</sub>}, {behavior<sub>2</sub>}, and {behavior<sub>x...</sub>}. Thinking about the [person/ people] who did [this/these things] to you this school year,</p> <p><b>G_BULLY_STRONGER</b>  a. [Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than you?</p> <p><b>G_BULLY_POPULAR</b>  b. [Was this person/ Were any of these people/ Was anyone in the group] more popular than you?</p> <p><b>G_BULLY_MONEY</b>  c. [Did this person/ Did any of these people/ Did anyone in the group] have more money than you?</p> <p><b>G_BULLY_INFLUENCE</b>  d. [Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?</p> <p><b>G_BULLY_OTHER_POWER</b>  e. [Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?</p>	<table border="0"> <tr> <td></td> <td>Yes</td> <td>No</td> </tr> <tr> <td>a.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>b.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>c.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>d.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>e.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </table>		Yes	No	a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	b.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	c.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	d.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	e.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<p><b>G_BULLY_WHERE1 through G_BULLY_WHERE8</b>  28v1. Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur ...</p> <p><i>Read answer categories, Mark all that apply</i></p> <p><b>G_BULLY_WHERE_SPECIFY</b>  Where is the other place where bullying occurred?</p>	<p>1 <input type="checkbox"/> In a classroom at school?  2 <input type="checkbox"/> In a hallway or stairwell at school?  3 <input type="checkbox"/> In a bathroom or locker room at school?  4 <input type="checkbox"/> In a cafeteria or lunchroom at school?  5 <input type="checkbox"/> Somewhere else inside the school building? – <i>Specify</i>  6 <input type="checkbox"/> Outside on school grounds?  7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop?  8 <input type="checkbox"/> Online or by text?</p> <p><i>Specify</i> _____</p>																		



<p><b>G_BULLY_ADULT_TOLD</b> 29v1. Did you tell a teacher or some other adult at school about being bullied?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>			
<p>30v1. This school year, how much has bullying had a <b>NEGATIVE</b> effect on:</p> <p><i>Read answer categories</i></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>	<p><b>Not at all</b></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p>	<p><b>Not very much</b></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>Somewhat</b></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>A lot</b></p> <p>4 <input type="checkbox"/></p> <p>4 <input type="checkbox"/></p> <p>4 <input type="checkbox"/></p> <p>4 <input type="checkbox"/></p>
<p>31v1. 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>	<p>Yes</p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>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><b>SKIP to G_HATE</b></p>	



<p><b>G_HOW_ACT</b> 24v2. Did these students act alone, together as a team, or both?</p>	<p>1 <input type="checkbox"/> Alone 2 <input type="checkbox"/> Together 3 <input type="checkbox"/> Both 4 <input type="checkbox"/> Don't know</p>
<p><b>G_MULTI_TIMES</b> 25v2. You said that more than one student did [that thing/those things] to you. Has any student done [that thing/any of those things] to you more than once during this school year?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
<p><b>G_DAY_PLUS</b> 26av2. During this school year, how many days did you experience [that thing/any of those things]?</p> <p><i>Read answer categories</i></p>	<p>1 <input type="checkbox"/> One day – ASK <b>G_TIMES</b> 2 <input type="checkbox"/> Two to five days } <b>SKIP</b> to 3 <input type="checkbox"/> Six to ten days } <b>G_HAPPEN_AGAIN</b> 4 <input type="checkbox"/> More than ten days }</p>
<p><b>G_TIMES</b> 26bv2. In that one day, how many times would you say [another student/other students] did [that thing/any of those things] to you?</p> <p><i>Read answer categories 1-2</i></p>	<p>1 <input type="checkbox"/> One time 2 <input type="checkbox"/> Two or more times 3 <input type="checkbox"/> Too many times to count 4 <input type="checkbox"/> Don't know</p>
<p><b>G_HAPPEN_AGAIN</b> 27v2. Did you think [that student/those students] would do hurtful things to you again?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>CHECK ITEM B:</p> <p>1. Did more than one student do those things?  Yes (R answered "Yes" to <b>G_MULTI_PERS</b>)    = Skip to CHECK ITEM B QUESTION 2 BELOW  No (R answered "No" to <b>G_MULTI_PERS</b>)        = Go to <b>G_STRONGER</b></p> <p>2. Did any of those students do any of those things more than once?  Yes (R answered "Yes" to <b>G_MULTI_TIMES</b>)    = Go to <b>G_STRONGER</b>  No (R answered "No" to <b>G_MULTI_TIMES</b>)       = Go to <b>G_STRONGER</b></p>	



<p><b>G_WHERE1 through G_WHERE9</b>  <b>30v2.</b> Still thinking about [the time/all of the times] that [another student/other students] did [something/those things] to you, where did [it/they] occur? Did [it/they] occur ...</p> <p><i>Read answer categories. Mark all that apply</i></p> <p><b>G_WHERE_SPECIFY</b>  Where is the other place [it/they] occurred?</p>	<p>1 <input type="checkbox"/> In a classroom at school?  2 <input type="checkbox"/> In a hallway or stairwell at school?  3 <input type="checkbox"/> In a bathroom or locker room at school?  4 <input type="checkbox"/> In a gymnasium or weight room at school?  5 <input type="checkbox"/> In a cafeteria or lunchroom at school?  6 <input type="checkbox"/> Outside on school grounds?  7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop?  8 <input type="checkbox"/> Online or by text?  9 <input type="checkbox"/> Somewhere else at school? – <i>Specify</i></p> <p><i>Specify</i> _____</p>																									
<p><b>G_ADULT_TOLD</b>  <b>31v2.</b> Did you tell a teacher or some other adult at school about [this student/these students] doing [that thing/those things] to you?</p>	<p>1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>																									
<p><b>32v2.</b> This school year, how much [has that thing/have those things] had a <b>NEGATIVE</b> effect on:</p> <p><i>Read answer categories</i></p> <p><b>G2_SCHOOL_WORK</b>  a. YOUR school work?  <b>G2_RELATION_FRIEND_FAMILY</b>  b. YOUR relationships with friends or family?  <b>G2_ABOUT_YOURSELF</b>  c. How you feel about YOURSELF?  <b>G2_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>a.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>b.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>c.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>d.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Not at all	Not very much	Somewhat	A lot	a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	b.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	c.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	d.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p><b>33v2.</b> When [another student/other students] did [that thing/those things] to you, did you ever think it was related to...</p> <p><b>G_RACE</b>  a. YOUR race?  <b>G_RELIGION</b>  b. YOUR religion?  <b>G_ETHNIC_ORIGIN</b>  c. Your ethnic background or national origin - for example, people of Hispanic origin?  <b>G_DISABILITY</b>  d. Any disability you may have – such as physical, mental, or developmental disabilities?  <b>G_GENDER</b>  e. YOUR gender?  <b>G_ORIENTATION</b>  f. YOUR sexual orientation - by this we mean gay, lesbian, bisexual, or straight?  <b>G_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>a.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>b.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>c.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>d.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>e.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>f.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>g.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	b.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	c.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	d.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	e.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	f.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	g.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	
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<p><b>G_BULLYING</b>  <b>34v2</b> Do you consider [that thing/those things] that [another student/other students] did to you to be bullying?</p>	<p>1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No  3 <input type="checkbox"/> Don't know</p> <p>} <b>ASK G_HATE</b></p>																												
<p><b>END SPLIT – Both Version 1 and Version 2 respondents go to G_HATE.</b></p>																													
<p><b>G_HATE</b>  <b>35.</b> 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>1 <input type="checkbox"/> Yes – <b>ASK G_HATE_RACE</b>  2 <input type="checkbox"/> No - <b>SKIP</b> to <b>G_HATE_WORDS</b></p>																												
<p><b>36.</b> 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>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>b.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>c.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>d.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>e.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>f.</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	a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	b.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	c.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	d.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	e.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	f.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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<p><b>G_HATE_WORDS</b>  <b>37.</b> During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p>	<p>1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>																												

AVOIDANCE		
<p>38. During this school year, did you ever <b>STAY AWAY</b> from any of the following places because you thought someone might attack or harm you there?</p> <p>For example, did you ever stay away from...</p> <p><b>H_AVOID_SHORTCUT</b></p> <p>a. The shortest route to school, because you thought someone might attack or harm you?</p> <p><b>H_AVOID_ENTRANCE</b></p> <p>b. The entrance into the school?</p> <p><b>H_AVOID_HALLWAYS</b></p> <p>c. Any hallways or stairs in school?</p> <p><b>H_AVOID_CAFETERIA</b></p> <p>d. Parts of the school cafeteria or lunchroom?</p> <p><b>H_AVOID_RESTROOMS</b></p> <p>e. Any school restrooms?</p> <p><b>H_AVOID_OTHER_PLACES</b></p> <p>f. Other places inside the school building?</p> <p><b>H_AVOID_PARKING_LOT</b></p> <p>g. School parking lot?</p> <p><b>H_AVOID_OTHER_SCHOOL</b></p> <p>h. Other places on school grounds?</p> <p><b>H_SCHOOL_BUS_STOP</b></p> <p>i. School bus or bus stop?</p>	<p>Yes</p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>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>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></p> <p>39a. Did you <b>AVOID</b> any activities at your school because you thought someone might attack or harm you?</p>	<p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>	
<p><b>H_AVOID_CLASSES</b></p> <p>39b. Did you <b>AVOID</b> any classes because you thought someone might attack or harm you?</p>	<p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>	
<p><b>H_STAY_HOME</b></p> <p>39c. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</p>	<p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>	
FEAR		
<p><b>I_INTRO_FEAR:</b> Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.</p>		
<p><b>I_AFRAID</b></p> <p>40a. How often are you afraid that someone will attack or harm you in the school building or on school property?</p> <p><i>Read answer categories</i></p>	<p>1 <input type="checkbox"/> Never</p> <p>2 <input type="checkbox"/> Almost never</p> <p>3 <input type="checkbox"/> Sometimes</p> <p>4 <input type="checkbox"/> Most of the time</p>	
<p><b>I_AFRAID_ON_BUS</b></p> <p>40b. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?</p> <p><i>Read answer categories</i></p>	<p>1 <input type="checkbox"/> Never</p> <p>2 <input type="checkbox"/> Almost never</p> <p>3 <input type="checkbox"/> Sometimes</p> <p>4 <input type="checkbox"/> Most of the time</p>	

<p><b>I_AFRAID_NONSCHOOL</b>  <b>40c.</b> Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?</p> <p><i>Read answer categories</i></p>	<p>1 <input type="checkbox"/> Never  2 <input type="checkbox"/> Almost never  3 <input type="checkbox"/> Sometimes  4 <input type="checkbox"/> Most of the time</p>								
<b>WEAPONS</b>									
<p><b>J_INTRO_WEAPON</b>  In the next series of questions we are going to ask you about weapons at your school. Your answers will not be shared with anyone at your school or home.</p>									
<p><b>41.</b> Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did you ever bring the following to school or onto school grounds?</p> <p><b>J_WEAPONS_GUN</b>  a. A gun?</p> <p><b>J_WEAPONS_KNIFE</b>  b. A knife brought as a weapon?</p> <p><b>J_WEAPONS_OTHER</b>  c. Some other weapon?</p>	<table border="0"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </table>	Yes	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
Yes	No								
1 <input type="checkbox"/>	2 <input type="checkbox"/>								
1 <input type="checkbox"/>	2 <input type="checkbox"/>								
1 <input type="checkbox"/>	2 <input type="checkbox"/>								
<p><b>J_GUN_OTHERS</b>  <b>42a.</b> Do you know of any [other] students who have brought a gun to your school during this school year?</p>	<p>1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No - <b>SKIP</b> to <b>J_GET_GUN</b></p>								
<p><b>J_SEE_GUN</b>  <b>42b.</b> Have you actually seen another student with a gun at school during this school year?</p>	<p>1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No  3 <input type="checkbox"/> Don't know</p>								
<p><b>J_GET_GUN</b>  <b>43.</b> During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?</p>	<p>1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>								
<b>GANGS</b>									
<p><b>BEGIN SPLIT</b> – The introduction to the questions about gangs has two alternate forms, designed for split-sample administration. Version 1 (<b>K_INTRO_GANG</b>) reflects the wording used in the 2017 SCS, and Version 2 (<b>K2_INTRO_GANG</b>) reflects updated wording for the 2019 SCS.</p>									
<p><b>VERSION 1</b>  <b>K_INTRO_GANG</b>  Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity. Your answers will not be shared with anyone at your school or home.  <b>SKIP</b> to <b>K_GANGS</b></p>									



<b>VERSION 2</b>	
<b>K2_INTRO_GANG</b> Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, or something else. Gangs may use common names, signs, symbols, or colors. Your answers will not be shared with anyone at your school or home. <b>ASK K_GANGS</b>	
<b>END SPLIT</b> – Both Version 1 and Version 2 respondents go to <b>K_GANGS</b> .	
<b>K_GANGS</b> 44a. Are there any gangs at your school?	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>
<b>K_GANG_FIGHTS</b> 44b. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?  <i>Read answer categories 1 through 5</i>	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 5 <input type="checkbox"/> Almost every day
<b>K_GANG_DRUGS</b> 44c. Have gangs been involved in the sale of drugs at your school during this school year?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know
<b>STUDENT CHARACTERISTICS</b>	
<b>L_GRADES</b> 45. During this school year, across all subjects have you gotten mostly -  <i>Read answer categories 1—5</i>	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
<b>L_SKIP_CLASSES</b> 46a. During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that none of your responses will be shared with anyone at your school or home.	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>
<b>L_SKIP_CLASS_DAYS</b> 46b. During the last 4 weeks of school, on how many days did you skip at least one class?	<input type="checkbox"/> (Number of days)
47. 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?  <i>This could include:</i> <i>-Automotive Mechanic Training</i> <i>-Beauty School</i> <i>-Computer Technical Programs (less than a two year associate degree)</i> <i>-Certificate Programs</i>	Yes      No      Don't know 1 <input type="checkbox"/> 2 <input type="checkbox"/> -- <b>END</b> 3 <input type="checkbox"/>
<b>L_GRADUATE_4YR</b> b. Graduate from a 4-year college?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>

<p><b>INTVIEWTYPE</b></p> <p><b>48.</b> <i>Were the supplement questions asked in private, or was an adult member of the household or family present during at least part of the questions?</i></p> <p><i>If not sure or if a telephone interview ask—</i></p> <p><b>Was an adult member of the household or family present during at least part of these questions?</b></p>	<p>1 <input type="checkbox"/> Personal interview - No adult present</p> <p>2 <input type="checkbox"/> Personal interview - Adult present</p> <p>3 <input type="checkbox"/> Telephone interview – No adult present</p> <p>4 <input type="checkbox"/> Telephone interview – Adult present</p> <p>5 <input type="checkbox"/> Telephone interview – Don't know</p>
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## Appendix C: Respondent Characteristics

**Table C-1. 2019 School Crime Supplement respondent characteristics, by version**

Characteristic	Version 1		Version 2		Version 1– Version 2	t value	p value
	Percent	SE	Percent	SE			
<b>Student</b>							
Age							
12	13.9	0.60	15.3	0.72	1.4	1.49	0.14
13	14	0.51	14.6	0.72	0.6	0.65	0.52
14	15.1	0.54	12.9	0.75	2.2	2.33	0.02
15	14.3	0.60	14.2	0.73	0.1	0.08	0.93
16	13.9	0.61	14.5	0.77	0.6	0.63	0.53
17	14.4	0.63	13.8	0.65	0.6	0.71	0.48
18	14.4	0.59	14.7	0.80	0.3	0.29	0.77
Sex							
Male	52	0.89	49.7	1.11	2.3	1.58	0.11
Female	48	0.89	50.3	1.11	2.3	1.58	0.11
Race/ethnicity <sup>1</sup>							
White, not Hispanic or Latino	50.9	1.30	53.2	1.38	2.3	1.21	0.23
Black, not Hispanic or Latino	13.9	1.03	13.1	1.05	0.8	0.53	0.59
Hispanic or Latino	25	0.96	24	1.22	1.0	0.63	0.53
Asian, not Hispanic or Latino	6.4	0.49	4.9	0.58	1.5	1.99	0.05
All other races, not Hispanic or Latino	3.8	0.41	4.8	0.59	1.0	1.38	0.17
Grade <sup>2</sup>							
6th	8	0.54	8.3	0.63	0.3	0.40	0.69
7th	14	0.65	15.7	0.8	1.6	1.57	0.12
8th	15.5	0.64	13.9	0.77	1.6	1.64	0.10
9th	15.3	0.62	14.7	0.77	0.6	0.62	0.54
10th	14.9	0.76	15.2	0.8	0.3	0.27	0.79
11th	13.2	0.66	13.3	0.73	0.1	0.13	0.90
12th	13.7	0.68	14.2	0.76	0.5	0.52	0.60
Other (ungraded classroom)	‡	†	‡	†	†	†	†
Refused/don't know	0.3!	0.13	0.4!	0.19	0.1	0.27	0.79
Household income							
Less than \$7,500	3.4	0.46	2.8	0.58	0.6	0.83	0.41
\$7,500 to \$14,999	4	0.54	3.6	0.64	0.4	0.44	0.66
\$15,000 to \$24,999	7.8	0.68	8	0.90	0.2	0.17	0.86
\$25,000 to \$34,999	8.8	0.65	9.6	0.84	0.8	0.80	0.43
\$35,000 to \$49,999	14.2	0.90	14.7	1.07	0.5	0.34	0.73
\$50,000 or more	61.8	1.29	61.3	1.67	0.5	0.25	0.80
<b>School<sup>3</sup></b>							
Type							
Public	93.6	0.54	94.3	0.67	0.7	0.83	0.40
Private	6.4	0.54	5.7	0.67	0.7	0.83	0.40
Region							
Northeast	15.1	1.00	14.1	1.18	1.0	0.70	0.48
Midwest	22.5	1.06	21.4	1.42	1.1	0.66	0.51
South	37.2	1.44	40.6	1.59	3.4	1.62	0.10
West	25.2	1.45	23.9	1.23	1.3	0.64	0.52
Locale							
City	28.4	1.30	30.7	1.64	2.3	1.09	0.27
Suburb	39.5	1.36	37.3	1.55	2.2	1.07	0.28
Town	10.2	1.05	13.1	1.39	2.9	1.66	0.10
Rural	21.6	1.26	18.7	1.29	2.9	1.59	0.11
Missing	0.3!	0.10	‡	†	†	†	†

See notes at end of table.

**Table C-1. 2019 School Crime Supplement respondent characteristics, by version—Continued**

Characteristic	Version 1		Version 2		Version 1– Version 2	t value	p value
	Percent	SE	Percent	SE			
Level <sup>3</sup>							
Primary	6.2	0.47	6.4	0.72	0.2	0.31	0.76
Middle	29.4	0.95	29.3	1.07	0.1	0.05	0.96
High	57	0.96	58.3	1.12	1.3	0.86	0.39
Other	6.7	0.62	5.3	0.57	1.4	1.66	0.10
Missing	0.7	0.18	0.6!	0.22	0.1	0.20	0.84
Enrollment							
Less than 300	10.1	0.99	8.7	1.05	1.4	0.95	0.34
300 to 599	18.1	1.02	16.9	1.23	1.2	0.74	0.46
600 to 999	24.9	1.08	26	1.27	1.2	0.63	0.53
1,000 to 1,499	18.6	0.95	18.8	1.15	0.2	0.09	0.93
1,500 to 1,999	12.3	0.75	13.1	0.85	0.8	0.73	0.47
2,000 or more	15.3	0.79	16	1.06	0.7	0.49	0.62
Missing	0.6	0.15	0.5!	0.16	0.1	0.47	0.64
Student-to-full-time-equivalent (FTE) teacher ratio							
Less than 13 students	18.7	1.06	15.1	1.13	3.6	2.29	0.02
13 to less than 16 students	23.5	1.17	25.5	1.37	2.0	1.09	0.28
16 to less than 20 students	32.3	1.43	34.5	1.63	2.2	1.01	0.32
20 or more students	21.9	1.29	22.3	1.35	0.4	0.21	0.83
Missing	3.6	0.66	2.6	0.48	1.0	1.22	0.22
N/A	#	†	#	†	†	†	†
Percent of combined American Indian/Alaska Native, Asian/Native Hawaiian/Other Pacific Islander, Black/African American, Hispanic/Latino, and Two or more races							
Less than 5 percent	4	0.75	3.7	0.51	0.3	0.29	0.77
5 percent to less than 20 percent	19.9	1.26	20.7	1.36	0.8	0.47	0.64
20 percent to less than 50 percent	31.1	1.26	30.6	1.54	0.5	0.25	0.81
50 percent or more	43.7	1.51	44	1.71	0.3	0.16	0.87
Missing	1.4	0.27	0.9	0.24	0.5	1.32	0.19
N/A	#	†	#	†	†	†	†
Percent of students eligible for free or reduced-price lunch							
Less than 20 percent	14.5	0.84	14.7	1.05	0.2	0.21	0.83
20 percent to less than 50 percent	34.1	1.25	37.6	1.49	3.5	1.79	0.07
50 percent or more	38.8	1.54	37.1	1.62	1.7	0.78	0.44
Private school	6.4	0.54	5.7	0.67	0.7	0.83	0.40
Missing	6.3	0.44	5	0.5	1.3	1.97	0.05
N/A	#	†	#	†	†	†	†

† Not applicable.

# Rounds to zero.

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

‡ Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

<sup>1</sup> Respondents who reported being of Hispanic or Latino origin were classified as "Hispanic or Latino," regardless of their race. "Black, not Hispanic or Latino" includes African Americans. "All other races, not Hispanic or Latino" includes Native Hawaiians or Other Pacific Islanders, American Indians or Alaska Natives, and respondents of Two or more races.

<sup>2</sup> Respondents who reported being in fifth grade or below and college/GED/postgraduate/other ineligible students were skipped to the end of the questionnaire, but are included in these estimates (5.0 percent in Version 1 and 5.8 percent in Version 2).

<sup>3</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). The 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: All comparisons were tested for statistical significance using a two-tailed, t-test (alpha = .05) and no adjustment for multiple comparisons. Significant differences were found between Version 1 and Version 2 for Age: 14; Race: Asian, not Hispanic or Latino; Student-to-Full-Time-Equivalent (FTE) Teacher Ratio: Less than 13 Students; and Percent of Students Eligible for Free or Reduced-Price Lunch: Missing. SE refers to standard error.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS), 2019.