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**Cognitive Interview Research Report:  
Findings and Recommendations  
Resulting from Pretesting  
the 2007 National Crime Victimization Survey's  
School Crime Supplement**

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# **Cognitive Interview Research Report: Findings and Recommendations Resulting from Pretesting the 2007 National Crime Victimization Survey's School Crime Supplement**

Andrew Jocuns and Theresa DeMaio  
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## **Introduction**

At the request of the Demographic Surveys Division, staff from the Center for Survey Methods Research (CSMR) in the Statistical Research Division cognitively pretested proposed changes to the 2007 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). The changes resulted from requests for content changes by the survey sponsors, the Bureau of Justice Statistics and the National Center for Education Statistics, as well as the results of debriefing of field representatives (FRs) who administered the 2005 SCS.

The purpose of the SCS is to provide the most current detailed statistical information on the nature of crime in schools as well as on the way to and from school. Of the 56,000 households designated to participate in the NCVS, 10,000 households containing approximately 12,500 respondents are eligible to participate in the SCS. This supplement asks questions of students in U.S. households who are between the ages of 12 and 18 (grades 6 through 12). The survey has been conducted six times since 1989 and will be conducted again from January through June of 2007.

This report contains the results of cognitive pretesting of the 2007 School Crime Supplement. The next section contains a description of the methodology and characteristics of the respondents interviewed, followed by a presentation of the pretesting results and recommendations for questionnaire revision.

## **Methodology**

Twenty-one cognitive interviews were conducted by CSMR staff<sup>1</sup> between May and August, 2006. Respondents to the SCS are aged 12 through 18. Our initial recruiting efforts were directed largely towards respondents at the younger end of this range because some of the changes proposed to the questionnaire aimed to alleviate problems experienced by younger respondents. We also hoped to interview respondents from both public and private schools. Respondents were recruited through local contacts, personal networks, and CSMR's respondent database derived from advertisements in local newspapers and community organizations.

As Table 1 shows, we interviewed a diverse group of respondents. Of the 21 respondents, 13 were female and 8 were male. There were 12 respondents between the ages of 12 and 14, and 9 respondents between the ages of 15 and 18. One of the 21 respondents was Asian, 9 were white, and 11 were Black. Fifteen of our respondents attended public schools, 2 attended public charter schools, and 4 attended private schools. We interviewed students who completed the last school

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<sup>1</sup>Interviews were conducted by Andrew Jocuns, Theresa DeMaio, and Kristen Hanaoka.

year in five states. These included 9 who went to school in DC, 1 from Tennessee, 1 from Minnesota, 1 from New Jersey, and 9 from Maryland. (Except for one interview conducted in New Jersey, the other respondents moved to the Washington DC metropolitan area after the end of the school year.)

**Table 1. Respondent Demographic Characteristics**

<b>Gender</b>	
Male	8
<b>Female</b>	13
<b>Race</b>	
White	9
Black	11
Asian	1
<b>Age</b>	
12-14	12
15-16	9
<b>School Type</b>	
Public	15
Private	4
Public Charter	2
<b>State attended school last year</b>	
DC	9
MD	9
MN	1
NJ	1
TN	1

Respondents were asked to think aloud as the interviewer asked the survey questions, verbalizing what they were thinking about a particular question or answer as they proceeded through the questionnaire. The research protocol included probes about the comprehension of question

wordings, specific terms, and response categories, as well as eliciting additional terminology from respondents. The probes were asked concurrently, that is, respondents were asked a question from the survey and, when applicable, they were then asked a probe(s) about certain aspects of the question. In some cases, idiosyncratic reactions related to comprehension or response were observed. These were also probed to elicit specific details. At the end of the interview there was a series of general debriefing questions that asked general opinions. The interviews were tape-recorded and parental consent was obtained to conduct the interviews. A copy of the initial questionnaire used in Round 1 interviews is included as Appendix A.

We conducted three rounds of cognitive interviews, making changes to the questionnaire between rounds. Ten respondents were interviewed during round 1, 5 during round 2, and 6 during round 3.

## **Results and Recommendations**

This section presents results of the questions that were revised and targeted for testing during the interview. It does not include all the questions in the questionnaire.

In many cases the same question was tested in all three rounds of cognitive interviews. When multiple versions were tested, the subsequent wordings are included after the results of the previous version are presented.

Recommendations are also included at the end of the discussion of each question. A copy of the final recommended version of the questionnaire is included as Appendix B.

**Q1a. Did you attend school at any time between \_\_\_\_\_ and \_\_\_\_\_?**

This question was re-worded for the 2007 survey based on results of the 2005 debriefing with FRs. Rather than including the words “during the last six months, that is any time since \_\_\_\_\_,” the beginning and ending date of the 6-month reference period were included in the question.

The removal of the reference period seemed to be problematic. We probed about the time period respondents had in mind when answering the question. In most cases students were found to be referencing the entire past school year as opposed to the six-month time frame. This shift in reference period was noticed also in later questions within the questionnaire. After Round 1 interviewing was completed, it was determined that the sponsor could live with having respondents use the school-year-to-date as the reference period for the survey. This results in a reference period that is not exactly the same length for all respondents, depending on when during the school year the interview was conducted. However, in fact it is likely to be difficult to distinguish the past six months from the time before that when evaluating the school year. Given this information, we proposed changing the time period in some questions to be the entire

school year for subsequent interviewing.

In Round 2 we did not change the wording of question 1a. The six-month reference period it asks explicitly about is the same as the reference period for the NCVS, which is administered immediately prior to this supplement. We did note in Rounds 2 and 3, however, that there were differences in how respondents were referring to this time frame.

Respondents were probed about the meaning of the phrase “attend school.” They consistently interpreted it to mean were they enrolled at school during the time period. This was observed during all three rounds of interviewing

Recommendation: Change the reference period for this question to the entire school year as follows:

**Q1a. Did you attend school at any time this school year?**

Revise the wording of all other questions that explicitly mention the reference period. Instead of asking “during the past six months,” ask “during this school year.” This change affects Qs. 2a, 2b, 13, 16a, 16b, 16c, 16d, 17b, 17c, 18a, 18b, 19a, 19b, 20a, 20b, 21a, 22, 23a, 27, 28a, 28b, 29, 31, and 32.

Sponsor’s Feedback: Recommendations accepted.

**Q4. Did you attend school for all of the last 6 months?**

**Yes - SKIP to 6a**

**No - SKIP to Check Item A**

**Check Item A. Were you absent for 15 or more consecutive days in the past 6 months?**

**Yes**

**No - Go back to Q4 and change to Yes**

**Q5. How many months were you in school during the last 6 months?**

**One month**

**Two months**

**Three months**

**Four months**

**Five months**

This question series was not changed for the 2007 survey. Interviewing in Round 1 revealed a

couple of respondents who interpreted Q4. as asking if they were in school for the entire last six months. These respondents answered no if they were out sick or if there was a vacation during the last six months. The interviewer then asked the followup questions and in the case of these respondents, changed the original answer from “yes” to “no.”

Consultation with the sponsor revealed that the data from these questions is not published or used. As a result, a decision was made to delete these items from the questionnaire.

Recommendation: Delete items.

Sponsor’s Feedback: Recommendation accepted.

**Question 7b. Is this the regular school that most of the students in your neighborhood attend?**

For the 2007 survey, Q7b was revised to refer to “regular school” as opposed to “regularly assigned school.” The 2005 survey offered respondents a choice between “regularly assigned school” and “a school that you or your family chose.” During the FR debriefing after the 2005 survey it was noted that respondents did not know if they were assigned to their school or had chosen it, and FRs had to explain this to many respondents.

During cognitive interviewing and debriefing we found that respondents had few problems understanding what was meant by “regular school” in this question. They were either referring to the school that they are assigned to or the school most of the students in their neighborhood attend. Several respondents were public school students who do not attend their regularly assigned schools (that is, they are out-of-boundary or attend charter schools). They immediately understood the intent of the question. One respondent answered the question incorrectly because many of the children in her neighborhood attend private school, which is a different regular school than hers (she attends public school). However, for the most part this question worked well.

Respondents understood the phrase “students in your neighborhood” to mean either students who attended the same school as they did and/or students in their neighborhood who were the same age as they were and attended that same school.

In general, there were no problems with the wording of this question.

Recommendation: No changes.

Sponsor’s Feedback: Recommendation accepted.

**Q13. During the last 6 months, have you participated in any of the following activities**

**sponsored by your school:**

**b. Spirit groups, for example, Cheerleading, Drill Team, or Pep Club?**

For the 2007 survey, “drill team” was added to this question. During interviewing in Round 1, probing of the term “drill team” revealed that the term was not well-understood by respondents. Students had varied meanings of what a drill team is. Many respondents associated it with the military, “a bunch of guys and girls in the Jr ROTC who show us drills and go marching walking around.” Others thought it might have something to do with soccer drills, or cheerleading, or dancing competitions.

In consultation with the sponsor, “drill team” was dropped and “dance team” was added to this question for Round 2.

**Rounds 2 and 3: Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?**

This wording was used in Rounds 2 and 3. “Dance team” was understood much better than “drill team.” The concept of dancing and learning dances was common to all respondents’ interpretations, but there were some differences in the goal of the activity. Some respondents were familiar with dance teams that perform at assemblies; others felt that dance teams attend competitions. In one case a respondent reported a dance team as an athletic team as well as a spirit group, and one respondent did the same for cheerleaders. According to the sponsor, the purpose of the question is to determine whether or not students are involved in school activities, not to measure the level of participation. Therefore, reporting an activity in two categories in this question is not a problem.

In general, dance team was found to be a better addition to this category than was drill team.

Recommendation: Change “drill team” to “dance team.”

Sponsor’s Feedback: Recommendation accepted.

**c. Performing arts, for example, Band, Choir, Orchestra, or Drama?**

For the 2007 survey, “choir” was added to this category. We probed to see whether this term was familiar to respondents. Respondents were familiar with this term, as well as others such as “chorus.” We probed to see if respondents thought there was a difference between the term “choir” and “chorus.” In a few cases respondents mentioned that they felt that a chorus was something that occurred in a church, not in school. Nevertheless, they did not have difficulty responding to the term “choir.” One respondent mentioned that a chorus sings the melody and another said that in her school there is something called “select” which is a group of really good singers who may be asked to sing solos during performances.

Recommendation: No changes.

Sponsor's Feedback: Recommendation accepted

#### **e. Student government?**

For the 2007 survey, the phrase “school government” was changed to “student government.” This change was implemented based on the results of FR debriefing after the 2005 survey.

During all three rounds of cognitive interviewing we found that students had no problem with comprehending “student government.”

Recommendation: No changes.

Sponsor's Feedback: Recommendation accepted.

#### **f. Service clubs, for example, Key club?**

This question was not changed from the 2005 survey. However, we had difficulty with this question throughout the three rounds.

In Round 1, respondents had problems understanding the term “service clubs.” “Key club” was unfamiliar to almost all respondents. One student thought it had something to do with keys.

We decided that this question needed to be revised to better communicate its intent. Since community service clubs such as Key Club do not operate at the junior high school level, we divided the question into separate questions for junior high students and high school students. We changed “service clubs” to “community service or volunteer clubs” and added more examples. We conducted Internet research where we searched web sites of schools, looking at the different types of community service organizations that were listed as clubs at those schools. We used different examples for junior high and high school students.

**Rounds 2 and 3: [IF GRADES 6, 7, OR 8] Community service or volunteer clubs, for example, Peer Mediators, Ecology Club, or Recycling Club?**

**[IF GRADES 9, 10, 11, OR 12] Community service or volunteer clubs, for example, Peer Mediators, Students Against Drunk Driving, or Interact?**

Round 2 interviews were conducted largely with younger respondents, while Round 3 respondents were older. The results of these interviews revealed a marked improvement in understanding. Respondents understood “community service or volunteer clubs” more succinctly than “service clubs.” They had no difficulty comprehending what this phrase was referring to.



Almost all students were familiar with Peer Mediators. While older students were familiar with SADD, it did not seem to be operated as a school activity. Older students were more familiar than younger students with Key Club and Interact. However, in total only 3 respondents knew what Key Club was and only 1 student was familiar with Interact.

We also asked respondents if they knew of any other organizations that were community service or volunteer clubs at their schools. This did not reveal any commonly reported activities that could be included as examples.

It should also be noted that during Round 2 we found that some students have a community service credit requirement or can receive credit for participation in community service. Respondents did not seem to confuse this requirement with participating in these clubs.

Recommendations: Keep different categories for different grades. Keep Key Club, Interact, and Peer Mediators as examples. Drop SADD from example list. And keep wording introduced during round 2: “community service or volunteer clubs.” The recommended wording is as follows:

**[IF GRADES 6, 7, OR 8] Community service or volunteer clubs, for example, Peer Mediators, Ecology Club, or Recycling Club?**

**[IF GRADES 9, 10, 11, OR 12] Community service or volunteer clubs, for example, Peer Mediators, Key Club, or Interact?**

Sponsor’s feedback: Recommendations accepted.

#### **g. Other school clubs or school activities ?**

This category was not changed for the 2007 survey.

We noticed during Round 1 interviewing that although numerous classes of school activities were not included in this list, they did not get reported. We attempted to increase reporting of these activities by including them as examples. We revised the question for Round 2.

**Round 2: Other school clubs or school activities, such as Art Club, Student Newspaper, or yearbook?**

The inclusion of examples did not elicit substantially higher reporting to this question. This being the case, and since the inclusion of examples is contradictory to the general purpose of an “other” category, a decision was made to eliminate the examples for Round 3.

**Round 3: Other school clubs or school activities?**

In Round 3, we probed to determine what other activities respondents had in mind when they

answered this question, with the hope that we might develop an additional category of related activities. However, our probing revealed that respondents were thinking about a variety of different types of activities such as Future Business Leaders of America, Chess Club, book clubs, etc., when answering this question. These activities did not lend themselves to adding a new category to the question. Thus, the best thing is to leave this question alone.

Recommendation: Keep the original wording.

Sponsor's feedback: Recommendation accepted.

**Q14. Does your school take any measures to make sure students are safe?**

**For example, does the school have:**

**f. Locker checks?**

This question was worded the same way on the 2005 and 2007 surveys. There was some concern about whether respondents were familiar with the term “locker checks” and whether it referred to locker checks conducted regularly, ever, or on occasion.

Only one respondent was unfamiliar with the term “locker check.” Respondent probing revealed that three types of situations entered the minds of respondents: 1) situations in which the lockers of the entire school or individual grades were searched while students stayed in their homerooms; 2) situations in which suspicious circumstances warranted the check of a particular student's locker, and 3) locker cleanouts at the end of the school year or at the end of a quarter. Although respondents mentioned all three of these situations during probing, they only considered the first situation to be within the scope of the question. All except one respondent who gave the last two scenarios answered no to the question. The third scenario may be associated with the timing of our interviews – they were conducted during the summer (mid-June through the end of July) when the end of the school year was on respondents' minds.

When respondents were probed about what kinds of things the authorities were looking for during a locker search, drugs and weapons were mentioned most frequently. Other things mentioned included electronics (cell phones, iPods), Playboy magazines, and animals.

This question was not changed in the three rounds of interviews and had a consistently good interpretation of the concept.

Recommendation: No changes.

Sponsor's Feedback: Recommendation accepted.

**Q15b. How often do teachers punish students during your classes?**

This question is the same as in the 2005 survey, but the sponsor was concerned that students might be interpreting “punish” too broadly and answering “yes” when the punishment was limited to verbal reprimands.

Respondents did not have problems answering it. We probed to determine what kinds of things respondents thought of as punishment. Most respondents answered with one or more of the following: being sent to sit in the hallway, being sent to the office, being given detention or suspension, cafeteria duty, calling parents. Other responses were given less frequently, including getting extra assignments, no recess, getting demerits, calling security. Three respondents mentioned only verbal reprimands such as yelling at misbehaving students.

The sponsor was interested in investigating whether “discipline” could be used instead of “punish” in this question, so we asked respondents to define discipline and punish, and whether they considered these two to be the same or different. We did this in the abstract, rather than substituting the word “discipline” for “punish” and re-asking the question. Respondents were fairly evenly split (11 vs. 9) on whether they thought discipline and punish were the same. Children who thought they were different gave reasons that fell into four major categories: 1) punishing involved strictly negative sanctions while discipline involved a component of improvement (e.g., tell you the right thing, correcting someone, have a serious talk with the person to find out why there is a problem, make sure someone is going straight and not doing anything wrong); 2) punishing involved behavior while discipline involved a character trait (e.g., a certain level of maturity, self-control); 3) discipline was more severe than punish (e.g., tough love, spanking); 4) reasons that sounded similar even though the respondent said they were different (e.g., punish someone for their actions, being scolded or being punished, got a detention). Respondents found this task to be the most difficult part of the cognitive interview; they had trouble defining these terms and verbalizing the difference between them. This was particularly true for the younger respondents. The responses to these probing questions suggest that there is a difference between these terms in respondents’ minds and it would not be wise to substitute “discipline” for “punish” in this question.

Recommendation: No changes.

Sponsor’s feedback: Recommendation accepted.

**Q16a. I am going to read a list of statements that could describe a school. Thinking about your school over the last 6 months, would you say each of the following statements is definitely true, mostly true, mostly false, or definitely false...**

The response labels for the individual items contained in Q16a-d. are different from the 2005 survey, which used strongly agree, agree, disagree, and strongly disagree as the response options.

This change was made because of evidence from interviewer debriefing that younger respondents had trouble with the agree/disagree scale.

During the interview, we probed about whether the respondents had difficulty using the response categories. Then at the end of the interview, we re-asked Q. 16b using the response options from the 2005 survey. (However, responses for all probes were not obtained from all respondents.)

For the most part, respondents did not report difficulty with the response options – seven respondents reported having no difficulty while only two reported having difficulty. However, when asked their preference about the two scales, the overwhelming preference was for the agree/disagree scale used in the 2005 survey. Only one respondent preferred the true/false scale. Two major reasons for the general preference were given: 1) the questions were asking about opinions rather than facts, and true/false categories are relevant for factual questions; and 2) “definitely” was a problematic word for several different reasons. Respondents had difficulty with gradations of “true”—they thought something was either true or not true. There were also different perspectives on the word “definitely.” For some, “definitely true” implied 100% certainty, while others thought “definitely” could be defined in different ways and the answer depended on the definition. “Definitely” was also thought to be too big a word. Preference for the agree/disagree scale occurred equally among younger and older respondents.

We also compared respondents’ answers to the two scales to see if there were differences in the responses. For the most part, respondents gave the answers in the same scale position on the two questions. Seven respondents gave different answers to one of the three questions they were asked, and one gave different answers on two questions. For the most part, they could not explain the differences in their answers. One respondent, who thought there should be a middle category, gave answers that fell on the opposite side of a middle category in the two scales.

Five respondents reported issues that dealt with the number of categories rather than the wording of the scale categories. They felt there should be a middle category because the difference between mostly true and mostly false was too great.

Recommendation: Use the “strongly agree, agree, disagree, strongly disagree” scale.

Sponsor’s feedback: Recommendation accepted.

**Q16c. Thinking about all of the ADULTS at your school during the last 6 months, would you say each of the following statements is definitely true, mostly true, mostly false, or definitely false...**

The words “all of” were added to the heading of this question for the 2007 survey to clarify the scope of the question.

After they answered the question, respondents were probed as to who they were thinking about.

Two respondents said they were only thinking about teachers. Half of the respondents reported that they were thinking of both teachers and other staff, while the remainder thought exclusively about staff other than teachers.

Counselors were the adults whom respondents thought about most often when answering the question. Other adults were frequently mentioned, including the principal, assistant principal, IB coordinator, and administrators. Hall monitors, janitors, and social workers were infrequently mentioned.

In general, responses to this question represented a wide variety of the adults in the school.

Recommendation: No changes.

Sponsor's Feedback: Recommendation accepted.

**Q17a.a. Is it possible to get prescription drugs without a prescription, such as Oxycontin or Ritalin, at your school?**

This question is new for the 2007 survey. Most respondents in the first round did not understand the concept of “prescription drugs without a prescription,” thinking it referred to over-the-counter medicine like Tylenol or cough syrup, or medicine from a relative’s bathroom cabinet. They did not voice the purpose of taking the drugs. The examples did not seem to help the respondents interpret the phrase: eight of the ten respondents were familiar with Ritalin, and only half had heard of Oxycontin.

Since the Round 1 respondents were fairly young (average age of 14), we thought the concept might need to be more clearly spelled out. We revised the question for testing in Round 2.

**Rounds 2 and 3: Is it possible to get prescription drugs illegally obtained without a prescription, such as Ritalin or Oxycontin, at your school?**

The phrase “prescription drugs illegally obtained without a prescription” was substituted for the original phrase, and the order of the examples was reversed, since Ritalin was more familiar than Oxycontin.

This question wording worked much better. Respondents did not mention over-the-counter drugs, and most understood that these drugs were being abused and the purpose of taking them was to feel good. Because only half of the Round 1 respondents had heard of Oxycontin, we asked about familiarity with potential replacements: Adderall, Percoset, and Vicadin. However these drugs were not any more familiar to respondents (who also had an average age of 14). Of these three drugs, one respondent was familiar with Percoset and no one was familiar with the other two.

This same wording was used in Round 3, in which older respondents (average age 17) were interviewed. These respondents clearly understood the phrase—“drugs that are supposed to be used for medical purposes that aren’t, that are used by kids for enjoyment.” They mentioned that the drugs were sold and that they might be stolen from parents. These respondents were familiar with all five of the drugs we asked them about, and they were most familiar with the two named in the question. Ritalin had the highest frequency of recognition, followed by Oxycontin. This suggests that the examples in the question should not be changed and are in the correct order.

Recommendation: No changes from wording in Rounds 2 and 3.

Sponsor’s feedback: Recommendation accepted.

**Q20a. Now I have some questions about what students do that could occur *anywhere* and that make you feel bad or are hurtful to you. You may include events you told me about already. During the last six months, has another student ...**

**Posted information about you on the Internet?**

**Made unwanted contact, for example, threatened or insulted you via instant messaging?**

**Made unwanted contact, for example, threatened or insulted you via text (SMS) messaging?**

This question concerning Internet bullying has been added for the 2007 survey. Only one person answered yes to any part of the question. She said yes to both “posted information about you on the Internet” and made unwanted contact through text messaging.

One issue of interest was how respondents defined “anywhere.” Most respondents interpreted it in a very broad way – “at home, school, out with your friends, anywhere,” “in school or out in public or by myself at home, anywhere.” A few respondents interpreted it to mean anywhere outside of school.

Most respondents were generally familiar with the concepts in the question. One person did not know what instant messaging was.

When asked what the question meant, some respondents gave general answers such as “has anybody threatened you, not to your face but using electronic devices.” Others interpreted the question in terms of specific technologies – “if anybody was afraid to say something to your face so they did it through email because it’s much easier to write it out than actually look at you and say it with their own words,” “put information about you on a website or made fun of you on the Internet,” “if someone ... text messaged you a threat.” One person focused on the unwanted contact portion of the question, saying “if someone sent you a text message and you didn’t give them your number.”

Regarding “posted information about you on the Internet,” respondents mentioned a number of places where the information could be posted. The most common place was Myspace. Others included Black Planet, Facebook, My Journal, and general terms such as web blogs, bulletin boards, and message boards.

In terms of what could be posted on the Internet, respondents frequently mentioned rumors, pictures (including pictures the target person didn’t like), personal information that a person would not want others to know about, insulting things about a person and things that make a person feel bad. The person who said “yes” to this question reported that someone had taken a picture of her and said she was a dumb ass, then posted the picture on Myspace so everyone could see it too.

Respondents did not discuss specifics of threats or unwanted contact that occurred on instant messaging or text messages. This includes the respondent who said this happened to her.

In general, respondents understood this question, and it did not cause any difficulty.

Recommendation: No changes.

Sponsor’s Feedback: Recommendation accepted.

**Q20b. During the last six months, how often did (this/these things) happen to you?**

This followup question to Q20a is also new for the 2007 survey. It was not a problem for the one person of whom it was asked.

Recommendation: No changes.

Sponsor’s Feedback: Recommendation accepted.

**Q20c. Was a teacher or some other adult *at school* notified about (this event/any of these events)?**

This followup question to Q20a. is also new for the 2007 survey. It was not a problem for the one person of whom it was asked.

Recommendation: No changes.

Sponsor’s Feedback: Recommendation accepted.

**Q21. During the last 6 months, 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.**

For the 2007 survey, the word “insulting” replaced the word “derogatory.”

Respondents gave a variety of definitions of insulting names. These included “demeaning,” “trying to say something that is hurtful,” “cruel and mean, very personal,” and “something you take offense to that is not joking.” Examples of insulting names included the following: “stupid,” “ugly,” “something you say about your mother,” “b-word,” “rude names they call gay people and people of color,” “religious slurs,” “curse words,” and “cracker.” Some respondents made a distinction between using these words in an insulting manner vs. a joking manner. Some of these words were not automatically insulting, only if they were intended to be insulting. In contrast, other respondents thought whenever these words were used, they were meant to be insulting.

Four respondents answered yes to this question. One person reported that someone called her a name associated with being gay. Even though it was not true, she was still called that name and thought she should give a positive response. One respondent with a mental disability reported that someone called him a jerk. Another respondent said someone called her stupid, a butthead, and things about her religion. Still another respondent said someone called her a bitch.

These interpretations seem consistent with the intent of the question.

Recommendation: No changes.

Sponsor’s feedback: Recommendation accepted.

**Q23a. During the last 6 months, that is, since \_\_\_\_\_, did you STAY AWAY from any of the following places because you thought someone might attack or harm you there?**  
**h. School bus to and from school?**

This subitem was added for the 2007 survey to the list of places in Q23a that might be sources of fear. The concept of fear on school buses was also added to the text of the question in Q23d and Q25.

Respondents who went to school in the District of Columbia said no to this question because their school does not have school buses. This response could not be distinguished from “no” responses of students in school systems that use buses.

There was also a perception of redundancy by the time respondents had completed Q25, because they had been asked three questions that mentioned school buses. Because Q23a.h pertains only



to school buses, rather than the school bus in combination with other aspects of school, it was a logical candidate for deletion. It was deleted from the Round 2 questionnaire.

Recommendation: Delete question.

Sponsor's Feedback: Recommendation accepted.

**Q23b. Did you AVOID any activities at your school because you thought someone might attack or harm you?**

The 2005 survey contained the phrase “extracurricular activities,” and the word “extracurricular” was removed because interviewer debriefing revealed that respondents had difficulty understanding it.

We probed what kinds of activities respondents had in mind when they answered the question, and for the most part respondents mentioned afterschool clubs, teams, band, and other activities. Two people thought this referred to attending school athletic games and dances. One respondent said “extracurricular activities” when asked what kind of activities he was thinking about. Removal of the word “extracurricular” did not seem to be a problem.

Recommendation: No changes.

Sponsor's Feedback: Recommendation accepted.

**Q23d. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?**

For the 2007 survey, “in the school building, on school property, on a school bus” replaced the phrase “at school” to provide clarification.

Respondents were probed about what the question was asking. Respondents gave answers that indicate a broad interpretation of the question, including school buildings, school fields, parking lots, mobile classrooms, tennis courts, and sidewalks. One respondent thought the reference to school bus meant that trips associated with the school were also in scope.

Recommendation: No changes.

Sponsor's Feedback: Recommendation accepted.

**Q24. How often are you afraid that someone will attack you or harm you in the school building or on school property?**

For the 2007 survey, “on the school building or on school property” replaced the phrase “at school” to provide clarification.

Respondents’ probing reported for the previous question applies to this question as well.

Recommendation: No changes.

Sponsor’s Feedback: Recommendation accepted.

**Q25. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?**

For the 2007 survey, “on a school bus or on the way to and from school” replaced the phrase “on the way to and from school” to provide clarification.

When probed about what the question was asking, respondents mentioned that the question included the following places: at the bus stop, on the bus, walking on the way to the car, walking on the way to school or on the way home.

One respondent thought this was asking the same thing as a previous question.

Recommendation: No changes.

Sponsor’s Feedback: Recommendation accepted.

**Appendix A: 2007 School Crime Supplement Questionnaire used for Round 1 Cognitive Interviews**

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

## ASK OF ALL PEOPLE AGES 12-18

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

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

## SCHOOL CRIME SUPPLEMENT TO THE NATIONAL CRIME VICTIMIZATION SURVEY 2007

Round 1 Cognitive Testing

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

**A. FR Code**

001

**B. Respondent**

Line No. Age Name  
 002  003

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

**D. Reason for SCS noninterview**

005 2  Refused  
 3  Not available

**C. Type of SCS Interview**

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

FIELD REPRESENTATIVE - *Read introduction.*

**INTRO 1 - Now I have some additional questions about your school. These answers will be kept confidential, by law.**

### E. SCREEN QUESTIONS FOR SUPPLEMENT

<p>1a. Did you attend school at any time between _____ and _____ ?</p> <hr/> <p>1b. During that time, were you ever home-schooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school?</p> <hr/> <p>1c. Was ALL or SOME of that home schooling?</p>	<p>006 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to CHECK ITEM D on page 8</p> <hr/> <p>092 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to 2b</p> <hr/> <p>007 1 <input type="checkbox"/> All - <b>SKIP</b> to CHECK ITEM D on page 8 2 <input type="checkbox"/> Some</p>
<p>2a. During the time you were home-schooled in the last 6 months, what grade would you have been in if you were in a public or private school?</p>	<p>093 0 <input type="checkbox"/> Fifth or under - <b>SKIP</b> to CHECK ITEM D on page 8</p> <p>1 <input type="checkbox"/> Sixth } 2 <input type="checkbox"/> Seventh } 3 <input type="checkbox"/> Eighth } 4 <input type="checkbox"/> Ninth } <b>SKIP</b> to 5 <input type="checkbox"/> Tenth } INTRO 2 6 <input type="checkbox"/> Eleventh } 7 <input type="checkbox"/> Twelfth } 8 <input type="checkbox"/> Other - Specify _____ }</p> <p>9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - <b>SKIP</b> to CHECK ITEM D on page 8</p>
<p>2b. What grade are you in?</p>	<p>008 0 <input type="checkbox"/> Fifth or under - <b>SKIP</b> to CHECK ITEM D on page 8</p> <p>1 <input type="checkbox"/> Sixth } 2 <input type="checkbox"/> Seventh } 3 <input type="checkbox"/> Eighth } 4 <input type="checkbox"/> Ninth } <b>SKIP</b> 5 <input type="checkbox"/> Tenth } to 3 6 <input type="checkbox"/> Eleventh } 7 <input type="checkbox"/> Twelfth } 8 <input type="checkbox"/> Other - Specify _____ }</p> <p>9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - <b>SKIP</b> to CHECK ITEM D on page 8</p>

**E. SCREEN QUESTIONS FOR SUPPLEMENT - Continued**

FIELD REPRESENTATIVE - Read introduction only if any of the boxes 1-8 are marked in item 2a.

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

<p>3. In what month did your current school year begin?</p>	<p>009 1 <input type="checkbox"/> August 2 <input type="checkbox"/> September 3 <input type="checkbox"/> Other - Specify _____</p>
<p>4. Did you attend school for all of the last 6 months?</p>	<p>010 1 <input type="checkbox"/> Yes - <b>SKIP</b> to 6a 2 <input type="checkbox"/> No - SKIP to Check Item A</p>
<p><b>CHECK Item A</b> Were you absent for 15 or more consecutive days in the past 6 months?</p>	<p>158 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - Go back to Q4 (above) and change to 'Yes'.</p>
<p>5. How many months were you in school during the last 6 months?</p>	<p>011 1 <input type="checkbox"/> One month 2 <input type="checkbox"/> Two months 3 <input type="checkbox"/> Three months 4 <input type="checkbox"/> Four months 5 <input type="checkbox"/> Five months</p>

**F. ENVIRONMENTAL QUESTIONS**

<p>6a. What is the complete name of your school? _____</p> <p>6b. In what city, county, and state is your school located? _____</p> <p>FIELD REPRESENTATIVE - Probe if necessary.</p>	<p>_____</p> <p>_____</p> <p>012 <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Office Use Only</p> <p>_____</p> <p>013 _____ City _____ County</p> <p>014 <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Office Use Only _____ State</p> <p>015 <input type="checkbox"/><input type="checkbox"/> Office Use Only</p>
<p>7a. Is your school public or private? _____</p>	<p>016 1 <input type="checkbox"/> Public - ASK 7b 2 <input type="checkbox"/> Private - <b>SKIP</b> to 7c</p>
<p>7b. Is this the regular school that most of the students in your neighborhood attend? _____</p>	<p>017 1 <input type="checkbox"/> Yes (Assigned) } SKIP to 2 <input type="checkbox"/> No (Chosen) } 8</p>
<p>7c. Is your school church-related?</p>	<p>018 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>

<p><b>8. What grades are taught in your school?</b></p> <p>Pre-K or Kindergarten 00  01  02  03  04  05  06  07  08  09  10  11  12 H.S. Senior  13 Post-graduate  20 All ungraded  30 All Special Education</p>	<p>Grades:</p> <p>020 <input type="checkbox"/><input type="checkbox"/> (lowest)  TO  021 <input type="checkbox"/><input type="checkbox"/> (highest)</p>
<p><b>9. How do you get to school most of the time?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p>	<p>022 1 <input type="checkbox"/> Walk  2 <input type="checkbox"/> School bus  3 <input type="checkbox"/> Public bus, subway, train  4 <input type="checkbox"/> Car  5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle  6 <input type="checkbox"/> Some other way - <i>Specify</i></p>
<p><b>10. How long does it take you to get from your home to school most of the time?</b></p>	<p>023 1 <input type="checkbox"/> Less than 15 minutes  2 <input type="checkbox"/> 15-29 minutes  3 <input type="checkbox"/> 30-44 minutes  4 <input type="checkbox"/> 45-59 minutes  5 <input type="checkbox"/> 60 minutes or longer</p>
<p><b>11. How do you get home from school most of the time?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><i>If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.</i></p>	<p>024 1 <input type="checkbox"/> Walk  2 <input type="checkbox"/> School bus  3 <input type="checkbox"/> Public bus, subway, train  4 <input type="checkbox"/> Car  5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle  6 <input type="checkbox"/> Some other way - <i>Specify</i></p> <p>_____</p>

<p><b>12a. How often do you leave school grounds at lunch time?</b></p> <p><i>(READ CATEGORIES.)</i></p> <p>_____</p> <p><b>12b. Are students in your grade level allowed to leave school grounds to eat lunch?</b></p>	<p>026 1 <input type="checkbox"/> <b>Never</b>  2 <input type="checkbox"/> <b>Once or twice a year</b>  3 <input type="checkbox"/> <b>Once or twice a month</b>  4 <input type="checkbox"/> <b>Once or twice a week</b>  5 <input type="checkbox"/> <b>Almost every day</b></p> <hr/> <p>025 1 <input type="checkbox"/> <b>Yes</b>  2 <input type="checkbox"/> <b>No</b>  3 <input type="checkbox"/> <b>Don't know</b></p>																								
<p><b>13. During the last 6 months, have you participated in any of the following activities sponsored by your school:</b></p> <p>a. Athletic teams at school ?.....</p> <p>b. Spirit groups, for example, Cheerleading, Drill Team or Pep Club?.....</p> <p>c. Performing arts, for example, Band, Choir, Orchestra, or Drama ?.....</p> <p>d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club ? .....</p> <p>e. Student government?.....</p> <p>f. Service clubs, for example, Key club ? .....</p> <p>g. Other school clubs or school activities ? .....</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>120</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>121</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>122</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>123</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>124</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>125</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>126</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	120	1 <input type="checkbox"/>	2 <input type="checkbox"/>	121	1 <input type="checkbox"/>	2 <input type="checkbox"/>	122	1 <input type="checkbox"/>	2 <input type="checkbox"/>	123	1 <input type="checkbox"/>	2 <input type="checkbox"/>	124	1 <input type="checkbox"/>	2 <input type="checkbox"/>	125	1 <input type="checkbox"/>	2 <input type="checkbox"/>	126	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<p><b>14. Does your school take any measures to make sure students are safe?</b></p> <p>For example, does the school have:</p> <p>a. Security guards or assigned police officers? . . .</p> <p>b. Other school staff or other adults supervising the hallway? . . . . .</p> <p>c. Metal detectors? . . . . .</p> <p>d. Locked entrance or exit doors during the day?</p> <p>e. A requirement that visitors sign in? . . . . .</p> <p>f. Locker checks? . . . . .</p> <p>g. A requirement that students wear badges or picture identification? . . . . .</p> <p>h. One or more security cameras to monitor the school? . . . . .</p> <p>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you? . . . . .</p>	<table> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>028</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>029</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>030</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>031</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>032</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>033</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>094</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>095</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>096</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	028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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<p><b>15a. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?</b></p> <p>(READ CATEGORIES.)</p> <hr/> <p><b>15b. How often do teachers punish students during your classes?</b></p> <p>(READ CATEGORIES.)</p>	<p>156</p> <p>1 <input type="checkbox"/> <b>Never</b>  2 <input type="checkbox"/> <b>Almost never</b>  3 <input type="checkbox"/> <b>Sometimes</b>  4 <input type="checkbox"/> <b>Most of the time</b></p> <hr/> <p>157</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>16a.</b> I am going to read a list of statements that could describe a school. Thinking about your school over the last 6 months, would you say each of the following statements is definitely true, mostly true, mostly false, or definitely false.....</p> <p>a. Everyone knows what the school rules are. . .</p> <p>b. The school rules are fair . . . . .</p> <p>c. The punishment for breaking school rules is the same no matter who you are . . . . .</p> <p>d. The school rules are strictly enforced . . . . .</p> <p>e. If a school rule is broken, students know what kind of punishment will follow . . . . .</p>	<table border="0"> <thead> <tr> <th></th> <th>Definitely True</th> <th>Mostly True</th> <th>Mostly False</th> <th>Definitely False</th> </tr> </thead> <tbody> <tr> <td>034</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Definitely True	Mostly True	Mostly False	Definitely False	034	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p><b>16b.</b> Thinking about the TEACHERS at your school during the last 6 months, would you say each of the following statements is definitely true, mostly true, mostly false, or definitely false.....</p> <p>a. Teachers treat students with respect. . . . .</p> <p>b. Teachers care about students . . . . .</p> <p>c. Teachers do or say things that make students feel bad about themselves . . . . .</p>	<table border="0"> <thead> <tr> <th></th> <th>Definitely True</th> <th>Mostly True</th> <th>Mostly False</th> <th>Definitely False</th> </tr> </thead> <tbody> <tr> <td>127</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>128</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>129</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>		Definitely True	Mostly True	Mostly False	Definitely False	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	128	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	129	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p><b>16c.</b> Thinking about all of the ADULTS at your school during the last 6 months, would you say each of the following statements is definitely true, mostly true, mostly false, or definitely false ....</p> <p>a. At school, there is an ADULT I can talk to, who cares about my feelings and what happens to me. . . . .</p> <p>b. At school, there is an ADULT who helps me with practical problems, who gives good suggestions and advice about my problems. . . . .</p>	<table border="0"> <thead> <tr> <th></th> <th>Definitely True</th> <th>Mostly True</th> <th>Mostly False</th> <th>Definitely False</th> </tr> </thead> <tbody> <tr> <td>130</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>131</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>		Definitely True	Mostly True	Mostly False	Definitely False	130	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	131	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>															
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16d. Thinking about FRIENDS at your school during the last 6 months, would you say each of the following statements is definitely true, mostly true, mostly false, or definitely false ....		Definitely True	Mostly True	Mostly False	Definitely False
a. At school, I have a FRIEND I can talk to, who cares about my feelings and what happens to me. ....	132	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. At school, I have a FRIEND who helps me with practical problems, who gives good suggestions and advice about my problems. ....	133	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

FIELD REPRESENTATIVE - *Read introduction.*

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

<p><b>17a. The following question refers to the availability of drugs and alcohol at your school.</b></p> <p><b>Tell me if you don't know what any of these items are.</b> FIELD REPRESENTATIVE - For "Don't Know" responses, probe if necessary to determine if respondent means they do not know if the drug is available or if they do not know the drug.</p> <p>FIELD REPRESENTATIVE - <i>For each item ask,</i></p> <p><b>Is it possible to get _____ at your school?</b></p> <p>a. Alcoholic beverages. ....</p> <p>b. Marijuana. ....</p> <p>c. Crack. ....</p> <p>d. Other forms of cocaine. ....</p> <p>e. Uppers such as ecstasy, crystal meth or other illegal stimulants. ....</p> <p>f. Downers such as GHB or sleeping pills. ....</p> <p>g. LSD or acid. ....</p> <p>h. PCP or angel dust. ....</p> <p>i. Heroin or smack. ....</p> <p>j. Prescription drugs without a prescription, such as, Oxycontin or Ritalin. ....</p> <p>k. Other illegal drugs -  <i>If "Yes" is marked, ASK - What drugs?  (Exclude tobacco products.)</i></p> <p>FIELD REPRESENTATIVE - Refer to Drug Slang Card (SCS-2). Reclassify the "other illegal drug(s)" to one of the categories a-i if possible. If able to reclassify the drug(s) mentioned, mark the "No" box in category j, otherwise, mark the "Yes" box in category j and enter the "other illegal drug(s)" mentioned in the Specify space.</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> <th>Don't know drug</th> </tr> </thead> <tbody> <tr> <td>040</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>041</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>042</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>043</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>097</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>098</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>045</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>046</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>047</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>159</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>048</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> <p>Specify _____</p>		Yes	No	Don't know	Don't know drug	040	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	041	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	042	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	043	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	097	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	098	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	045	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	046	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	047	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	159	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	048	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p><b>17b. During the last 6 months, did you know for sure that any students were on drugs or alcohol while they were at school?</b></p>	<p>101    1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>																																																												
<p><b>17c. During the last 6 months, did anyone offer, or try to sell or give you an illegal drug other than alcohol or tobacco at your school?</b></p>	<p>102    1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>																																																												
<p><b>G. FIGHTING, BULLYING AND HATE BEHAVIORS</b></p>																																																													
<p><b>18a. During the last 6 months, have you been in one or more physical fights at school?</b></p>	<p>103    1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No - <b>SKIP</b> to 19a</p>																																																												
<p><b>18b. During the last 6 months, how many times have you been in a physical fight at school?</b></p>	<p>104    <input type="text"/> <input type="text"/> <input type="text"/> (Number of times)</p>																																																												

<p><b>19a.</b> Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During the last 6 months, has any student bullied you? That is, has another student... <i>(Read categories 1-7.)</i></p> <p><i>Mark (X) all that apply.</i></p> <hr/> <p><b>19b.</b> During the last 6 months, how often did (this/these things) happen to you? <i>(Read categories 1-4.)</i></p>	<p>134 1 <input type="checkbox"/> Made fun of you, called you names, or insulted you?</p> <p>135 2 <input type="checkbox"/> Spread rumors about you?</p> <p>136 3 <input type="checkbox"/> Threatened you with harm?</p> <p>137 4 <input type="checkbox"/> Pushed you, shoved you, tripped you, or spit on you?</p> <p>138 5 <input type="checkbox"/> Tried to make you do things you did not want to do, for example, give them money or other things?</p> <p>139 6 <input type="checkbox"/> Excluded you from activities on purpose?</p> <p>140 7 <input type="checkbox"/> Destroyed your property on purpose?</p> <p>141 8 <input type="checkbox"/> None of the above - <b>SKIP</b> to 20a</p> <hr/> <p>142 1 <input type="checkbox"/> Once or twice in the last 6 months 2 <input type="checkbox"/> Once or twice a month 3 <input type="checkbox"/> Once or twice a week, or 4 <input type="checkbox"/> Almost every day 5 <input type="checkbox"/> Don't know</p>
<p><b>19c.</b> Did (this event/these events) occur <i>(Read categories.)</i></p> <p><i>Mark (X) all that apply.</i></p>	<p>143 1 <input type="checkbox"/> In the school building (for example in a classroom, hallway, or gymnasium)?</p> <p>144 2 <input type="checkbox"/> Outside on school grounds?</p> <p>145 3 <input type="checkbox"/> On a school bus?</p> <p>146 4 <input type="checkbox"/> Somewhere else? - <i>Specify</i></p> <hr/>
<p><b>19d.</b> Was a teacher or some other adult at school notified about (this event/any of these events)?</p>	<p>147 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p><b>CHECK Item B</b> Is Box 4 in Question 19a marked?</p>	<p>160 1 <input type="checkbox"/> Yes - Ask 19e 2 <input type="checkbox"/> No - Skip to 20a</p>
<p><b>19e.</b> What were the injuries you suffered as a result of being pushed, shoved, tripped, or spit on? <i>Mark (X) all that apply.</i></p>	<p>148 1 <input type="checkbox"/> None</p> <p>149 2 <input type="checkbox"/> Bruises or swelling</p> <p>150 3 <input type="checkbox"/> Cuts, scratches, or scrapes</p> <p>151 4 <input type="checkbox"/> Black eye/bloody nose</p> <p>152 5 <input type="checkbox"/> Teeth chipped or knocked out</p> <p>153 6 <input type="checkbox"/> Broken bones/internal injuries</p> <p>154 7 <input type="checkbox"/> Knocked unconscious</p> <p>155 8 <input type="checkbox"/> Other - <i>Specify</i></p> <hr/>

<p><b>20a.</b> Now I have some questions about what students do that could occur <i>anywhere</i> and that make you feel bad or are hurtful to you. You may include events you told me about already. During the last six months, has another student....</p>	<p>161 1 <input type="checkbox"/> Posted information about you on the Internet?</p> <p>162 2 <input type="checkbox"/> Made unwanted contact, for example, threatened or insulted you via instant messaging?</p> <p>163 3 <input type="checkbox"/> Made unwanted contact, for example, threatened or insulted you via text (SMS) messaging?</p> <p>164 4 <input type="checkbox"/> None of the above - <b>SKIP</b> to 21a</p>																												
<p><b>20b.</b> During the last six months, how often did (this/these things) happen to you?</p> <p><i>(Read categories 1-4.)</i></p>	<p>165 1 <input type="checkbox"/> Once or twice in the last 6 months</p> <p>2 <input type="checkbox"/> Once or twice a month</p> <p>3 <input type="checkbox"/> Once or twice a week, or</p> <p>4 <input type="checkbox"/> Almost every day</p> <p>5 <input type="checkbox"/> Don't know</p>																												
<p><b>20c.</b> Was a teacher or some other adult <i>at school</i> notified about (this event/any of these events)?</p>	<p>166 1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>																												
<p><b>21a.</b> During the last 6 months, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.</p>	<p>065 1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No - <b>SKIP</b> to 22</p>																												
<p><b>21b.</b> Were any of the hate-related words related to ...</p> <p>a. Your race? .....</p> <p>b. Your religion? .....</p> <p>c. Your ethnic background or national origin (for example, people of Hispanic origin)? .....</p> <p>d. Any disability (by this I mean physical, mental, or developmental disabilities) you may have? .</p> <p>e. Your gender? .....</p> <p>f. Your sexual orientation? .....</p> <p>If "Yes," SAY - (by this we mean homosexual, bisexual, or heterosexual)</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>107</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>108</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>109</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>110</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>111</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>112</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	107	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	108	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	109	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	110	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	111	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	112	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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112	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																										

<p>22. During the last 6 months, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p>	<p>066    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
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**H. AVOIDANCE**

<p>23a. During the last 6 months, that is, since _____ 1st, 2006, did you STAY AWAY from any of the following places because you thought someone might attack or harm you there? <i>(READ CATEGORIES.)</i></p> <p>a. The shortest route to school? . . . . .</p> <p>b. The entrance into the school? . . . . .</p> <p>c. Any hallways or stairs in school? . . . . .</p> <p>d. Parts of the school cafeteria? . . . . .</p> <p>e. Any school restrooms? . . . . .</p> <p>f. Other places inside the school building?</p> <p>g. School parking lot? . . . . .</p> <p>h. School bus to and from school? . . . . .</p> <p>i. Other places on school grounds? . . . . .</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 10%; text-align: center;">Yes</th> <th style="width: 10%; text-align: center;">No</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>068</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>069</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>070</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>071</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>072</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>073</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>074</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>167</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>075</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No		068	1 <input type="checkbox"/>		2 <input type="checkbox"/>	069	1 <input type="checkbox"/>		2 <input type="checkbox"/>	070	1 <input type="checkbox"/>		2 <input type="checkbox"/>	071	1 <input type="checkbox"/>		2 <input type="checkbox"/>	072	1 <input type="checkbox"/>		2 <input type="checkbox"/>	073	1 <input type="checkbox"/>		2 <input type="checkbox"/>	074	1 <input type="checkbox"/>		2 <input type="checkbox"/>	167	1 <input type="checkbox"/>		2 <input type="checkbox"/>	075	1 <input type="checkbox"/>		2 <input type="checkbox"/>
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075	1 <input type="checkbox"/>		2 <input type="checkbox"/>																																						
<p>23b. Did you AVOID any activities at your school because you thought someone might attack or harm you?</p>	<p>076    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																																								
<p>23c. Did you AVOID any classes because you thought someone might attack or harm you?</p>	<p>077    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																																								
<p>23d. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</p>	<p>078    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																																								

**I. FEAR**

<p>24. How often are you afraid that someone will attack or harm you in the school building or on school property? (READ CATEGORIES.)</p>	<p>079 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>
<p>25. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school? (READ CATEGORIES.)</p>	<p>080 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>
<p>26. Besides the times you are at school, how often are you afraid that someone will attack or harm you? (READ CATEGORIES.)</p>	<p>081 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>

**J. WEAPONS**

<p>27. Some people bring guns, knives, or objects that can be used as weapons to school for protection. During the last 6 months, that is, since _____1st, 2006, did YOU ever bring the following to school or onto school grounds? (READ CATEGORIES.)</p> <p>a. A gun? .....</p> <p>b. A knife brought as a weapon? .....</p> <p>c. Some other weapon? .....</p>	<table border="0"> <tr> <td></td> <td align="center">Yes</td> <td align="center">No</td> </tr> <tr> <td>082</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>083</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>084</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </table>		Yes	No	082	1 <input type="checkbox"/>	2 <input type="checkbox"/>	083	1 <input type="checkbox"/>	2 <input type="checkbox"/>	084	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<p>28a. Do you know any (other) students who have brought a gun to your school in the last 6 months?</p>	<p>085 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>												
<p>28b. Have you actually seen another student with a gun at school in the last 6 months?</p>	<p>086 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>												
<p>29. During the last 6 months, could you have gotten a loaded gun without adult supervision, either at school or away from school?</p>	<p>113 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>												

**K. GANGS**

FIELD REPRESENTATIVE - *Read introduction.*

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.**



30. Are there any gangs at your school?	058 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP to 33a</b> 3 <input type="checkbox"/> Don't know
31. During the last 6 months, that is, since _____ 1st, 2006, how often have gangs been involved in fights, attacks, or other violence at your school?  (READ CATEGORIES 1-5.)	089 1 <input type="checkbox"/> <b>Never</b> 2 <input type="checkbox"/> <b>Once or twice in the last 6 months</b> 3 <input type="checkbox"/> <b>Once or twice a month</b> 4 <input type="checkbox"/> <b>Once or twice a week, or</b> 5 <input type="checkbox"/> <b>Almost every day</b> 6 <input type="checkbox"/> Don't know
32. Have gangs been involved in the sale of drugs at your school in the last 6 months?	090 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know
<b>L. STUDENT CHARACTERISTICS</b>	
33a. During the last 4 weeks, did you skip any classes?	114 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP to 34</b> 3 <input type="checkbox"/> Don't know - <b>SKIP to 34</b>
33b. During the last 4 weeks, on how many days did you skip at least one class?	115 <input type="text"/> <input type="text"/> (Number of days)
34. During this school year, across all subjects have you gotten mostly -  (READ CATEGORIES 1-5.)	116 1 <input type="checkbox"/> <b>A's</b> 2 <input type="checkbox"/> <b>B's</b> 3 <input type="checkbox"/> <b>C's</b> 4 <input type="checkbox"/> <b>D's</b> 5 <input type="checkbox"/> <b>F's</b> 6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent
35. Thinking about the future, do you think you will ...  a. Attend school after high school? .....	117 Yes No Don't know 1 <input type="checkbox"/> 2 <input type="checkbox"/> - <b>SKIP to</b> 3 <input type="checkbox"/> CHECK ITEM C
b. Graduate from a 4-year college? .....	118 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
<b>CHECK ITEM C</b> 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>If not sure or if a telephone interview, ask -</i>  <b>Was an adult member of the household or family present during at least part of these questions?</b>	091 1 <input type="checkbox"/> <b>Personal interview</b> - No adult present 2 <input type="checkbox"/> <b>Personal interview</b> - Adult present 3 <input type="checkbox"/> <b>Telephone interview</b> - No adult present 4 <input type="checkbox"/> <b>Telephone interview</b> - Adult present 5 <input type="checkbox"/> <b>Telephone interview</b> - Don't know
<b>CHECK ITEM D</b> Is this the last household member to be interviewed?	119 <input type="checkbox"/> Yes - END SUPPLEMENT <input type="checkbox"/> No - Interview next household member

**NOTES**

Appendix B: 2007 School Crime Supplement Questionnaire with Final Recommendations

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

## ASK OF ALL PEOPLE AGES 12-18

FORM **SCS-1**

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

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

## SCHOOL CRIME SUPPLEMENT TO THE NATIONAL CRIME VICTIMIZATION SURVEY 2007

Final Recommendations

### Control number

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

### A. FR Code

001

### B. Respondent

Line No. Age Name

002  003

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

### C. Type of SCS Interview

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

} **SKIP to INTRO 1**

### D. Reason for SCS noninterview

005 2  Refused  
3  Not available

FIELD REPRESENTATIVE - *Read introduction.*

INTRO 1 - **Now I have some additional questions about your school. These answers will be kept confidential, by law.**

### E. SCREEN QUESTIONS FOR SUPPLEMENT

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

006 1  Yes  
2  No - **SKIP** to CHECK ITEM D on page 8

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

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

1c. Was ALL or SOME of that home schooling?

007 1  All - **SKIP** to CHECK ITEM D on page 8  
2  Some

<p><b>2a. During the time you were home-schooled during this school year, what grade would you have been in if you were in a public or private school?</b></p>	<p>093 0 <input type="checkbox"/> Fifth or under - <i>SKIP to CHECK ITEM D on page 8</i></p> <p>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> _____</p> <p>9 <input type="checkbox"/> College/GED/Post-graduate/  Other noneligible - <i>SKIP to CHECK ITEM D on page 8</i></p> <p style="text-align: right;"><i>SKIP to</i> INTRO 2</p>
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<p><b>2b. What grade are you in?</b></p>	<p>008 0 <input type="checkbox"/> Fifth or under - <i>SKIP to CHECK ITEM D on page 8</i></p> <p>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> _____</p> <p>9 <input type="checkbox"/> College/GED/Post-graduate/  Other noneligible - <i>SKIP to CHECK ITEM D on page 8</i></p> <p style="text-align: right;"><i>SKIP to</i> 3</p>
--	--

**E. SCREEN QUESTIONS FOR SUPPLEMENT - Continued**

FIELD REPRESENTATIVE - *Read introduction only if any of the boxes 1-8 are marked in item 2a.*  
INTRO 2 - **The following questions pertain only to your attendance at a public or private school and not to being home-schooled.**

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

**F. ENVIRONMENTAL QUESTIONS**

<p><b>6a. What is the complete name of your school?</b></p> <p>_____</p> <p><b>6b. In what city, county, and state is your school located?</b></p> <p>FIELD REPRESENTATIVE - Probe if necessary.</p>	<p>_____</p> <p>_____</p> <p>012 <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Office Use Only</p> <p>013 _____ City</p> <p>_____ County</p> <p>014 <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Office Use Only</p> <p>_____ State</p> <p>015 <input type="checkbox"/><input type="checkbox"/> Office Use Only</p>
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<p><b>7a. Is your school public or private?</b></p> <p>_____</p> <p><b>7b. Is this the regular school that most of the students in your neighborhood attend?</b></p> <p>_____</p> <p><b>7c. Is your school church-related?</b></p>	<p>016 1 <input type="checkbox"/> Public - <i>ASK 7b</i> 2 <input type="checkbox"/> Private - <b>SKIP</b> to 7c</p> <hr/> <p>017 1 <input type="checkbox"/> Yes (Assigned) } SKIP to 2 <input type="checkbox"/> No (Chosen) } 8</p> <hr/> <p>018 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
<p><b>8. What grades are taught in your school?</b></p> <p>Pre-K or Kindergarten 00 01 02 03 04 05 06 07 08 09 10 11 12 H.S. Senior 13 Post-graduate 20 All ungraded 30 All Special Education</p>	<p>Grades:</p> <p>020 <input type="checkbox"/> <input type="checkbox"/> (lowest) TO</p> <p>021 <input type="checkbox"/> <input type="checkbox"/> (highest)</p>
<p><b>9. How do you get to school most of the time?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p>	<p>022 1 <input type="checkbox"/> Walk 2 <input type="checkbox"/> School bus 3 <input type="checkbox"/> Public bus, subway, train 4 <input type="checkbox"/> Car 5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle 6 <input type="checkbox"/> Some other way - <i>Specify</i></p>
<p><b>10. How long does it take you to get from your home to school most of the time?</b></p>	<p>023 1 <input type="checkbox"/> Less than 15 minutes 2 <input type="checkbox"/> 15-29 minutes 3 <input type="checkbox"/> 30-44 minutes 4 <input type="checkbox"/> 45-59 minutes 5 <input type="checkbox"/> 60 minutes or longer</p>
<p><b>11. How do you get home from school most of the time?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><i>If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.</i></p>	<p>024 1 <input type="checkbox"/> Walk 2 <input type="checkbox"/> School bus 3 <input type="checkbox"/> Public bus, subway, train 4 <input type="checkbox"/> Car 5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle 6 <input type="checkbox"/> Some other way - <i>Specify</i></p> <p>_____</p>

<p><b>12a. How often do you leave school grounds at lunch time?</b> (<i>READ CATEGORIES.</i>)</p> <hr/> <p><b>12b. Are students in your grade level allowed to leave school grounds to eat lunch?</b></p>	<p>026 <input type="checkbox"/> <b>Never</b>  <input type="checkbox"/> <b>Once or twice a year</b>  <input type="checkbox"/> <b>Once or twice a month</b>  <input type="checkbox"/> <b>Once or twice a week</b>  <input type="checkbox"/> <b>Almost every day</b></p> <hr/> <p>025 <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Don't know</p>																								
<p><b>13. During this school year, have you participated in any of the following activities sponsored by your school:</b></p> <p>a. Athletic teams at school ? .....</p> <p>b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club? .....</p> <p>c. Performing arts, for example, Band, Choir, Orchestra, or Drama ? .....</p> <p>d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club ? .....</p> <p>e. Student government? .....</p> <p>f. [IF GRADES 6, 7, or 8] Community service or volunteer clubs, for example, Peer Mediators, Ecology Club, or Recycling Club? .....</p> <p>[IF GRADES 9, 10, 11, or 12] Community service or volunteer clubs, for example, Peer Mediators, Key Club, or Interact? .....</p> <p>g. Other school clubs or school activities,? .....</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>120</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>121</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>122</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>123</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>124</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>125</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>126</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	120	1 <input type="checkbox"/>	2 <input type="checkbox"/>	121	1 <input type="checkbox"/>	2 <input type="checkbox"/>	122	1 <input type="checkbox"/>	2 <input type="checkbox"/>	123	1 <input type="checkbox"/>	2 <input type="checkbox"/>	124	1 <input type="checkbox"/>	2 <input type="checkbox"/>	125	1 <input type="checkbox"/>	2 <input type="checkbox"/>	126	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<p><b>14. Does your school take any measures to make sure students are safe?</b></p> <p><b>For example, does the school have:</b></p> <p><b>a. Security guards or assigned police officers? . .</b></p> <p><b>b. Other school staff or other adults supervising the hallway? . . . . .</b></p> <p><b>c. Metal detectors? . . . . .</b></p> <p><b>d. Locked entrance or exit doors during the day?</b></p> <p><b>e. A requirement that visitors sign in? . . . . .</b></p> <p><b>f. Locker checks? . . . . .</b></p> <p><b>g. A requirement that students wear badges or picture identification? . . . . .</b></p> <p><b>h. One or more security cameras to monitor the school? . . . . .</b></p> <p><b>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you? . . . . .</b></p>	<table> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>028</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>029</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>030</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>031</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>032</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>033</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>094</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>095</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>096</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	028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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<p><b>15a. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?</b></p> <p><i>(READ CATEGORIES.)</i></p> <p>_____</p> <p><b>15b. How often do teachers punish students during your classes?</b></p> <p><i>(READ CATEGORIES.)</i></p>	<p>156</p> <p>1 <input type="checkbox"/> <b>Never</b></p> <p>2 <input type="checkbox"/> <b>Almost never</b></p> <p>3 <input type="checkbox"/> <b>Sometimes</b></p> <p>4 <input type="checkbox"/> <b>Most of the time</b></p> <p>_____</p> <p>157</p> <p>1 <input type="checkbox"/> <b>Never</b></p> <p>2 <input type="checkbox"/> <b>Almost never</b></p> <p>3 <input type="checkbox"/> <b>Sometimes</b></p> <p>4 <input type="checkbox"/> <b>Most of the time</b></p>																																								

<p><b>16a.</b> I am going to read a list of statements that could describe a school. Thinking about your school, would you say each of the following statements is definitely true, mostly true, mostly false, or definitely false.....</p> <p>a. Everyone knows what the school rules are. . .</p> <p>b. The school rules are fair . . . . .</p> <p>c. The punishment for breaking school rules is the same no matter who you are . . . . .</p> <p>d. The school rules are strictly enforced . . . . .</p> <p>e. If a school rule is broken, students know what kind of punishment will follow . . . . .</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>034</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	034	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p><b>16b.</b> Thinking about the TEACHERS at your school, would you say each of the following statements is definitely true, mostly true, mostly false, or definitely false.....</p> <p>a. Teachers treat students with respect. . . . .</p> <p>b. Teachers care about students . . . . .</p> <p>c. Teachers do or say things that make students feel bad about themselves . . . . .</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>127</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>128</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>129</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	128	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	129	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p><b>16c.</b> Thinking about all of the ADULTS at your school, would you say each of the following statements is definitely true, mostly true, mostly false, or definitely false ....</p> <p>a. At school, there is an ADULT I can talk to, who cares about my feelings and what happens to me. . . . .</p> <p>b. At school, there is an ADULT who helps me with practical problems, who gives good suggestions and advice about my problems. . . . .</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>130</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>131</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	130	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	131	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>															
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Thinking about FRIENDS at your school, would you say each of the following statements is definitely true, mostly true, mostly false, or definitely false ....		Strongly Agree	Agree	Disagree	Strongly Disagree
a. At school, I have a FRIEND I can talk to, who cares about my feelings and what happens to me. ....	132	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. At school, I have a FRIEND who helps me with practical problems, who gives good suggestions and advice about my problems. ....	133	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

FIELD REPRESENTATIVE - *Read introduction.*

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

<p><b>17a. The following question refers to the availability of drugs and alcohol at your school.</b></p> <p><b>Tell me if you don't know what any of these items are.</b> FIELD REPRESENTATIVE - For "Don't Know" responses, probe if necessary to determine if respondent means they do not know if the drug is available or if they do not know the drug.</p> <p>FIELD REPRESENTATIVE - <i>For each item ask,</i></p> <p><b>Is it possible to get _____ at your school?</b></p> <p>a. Alcoholic beverages. ....</p> <p>b. Marijuana. ....</p> <p>c. Crack. ....</p> <p>d. Other forms of cocaine. ....</p> <p>e. Uppers such as ecstasy, crystal meth or other illegal stimulants. ....</p> <p>f. Downers such as GHB or sleeping pills. ....</p> <p>g. LSD or acid. ....</p> <p>h. PCP or angel dust. ....</p> <p>i. Heroin or smack. ....</p> <p>j. Prescription drugs illegally obtained without a prescription, such as Ritalin or Oxycontin . . . .</p> <p>k. Other illegal drugs - . . . .  <i>If "Yes" is marked, ASK - What drugs?  (Exclude tobacco products.)</i></p> <p>FIELD REPRESENTATIVE - Refer to Drug Slang Card (SCS-2). Reclassify the "other illegal drug(s)" to one of the categories a-i if possible. If able to reclassify the drug(s) mentioned, mark the "No" box in category j, otherwise, mark the "Yes" box in category j and enter the "other illegal drug(s)" mentioned in the Specify space.</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> <th>Don't know drug</th> </tr> </thead> <tbody> <tr> <td>040</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>041</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>042</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>043</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>097</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>098</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>045</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>046</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>047</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>159</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>048</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> <p>Specify _____</p>		Yes	No	Don't know	Don't know drug	040	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	041	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	042	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	043	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	097	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	098	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	045	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	046	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	047	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	159	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	048	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p><b>17b. During this school year, did you know for sure that any students were on drugs or alcohol while they were at school?</b></p>	<p>101    1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>																																																												
<p><b>17c. During this school year, did anyone offer, or try to sell or give you an illegal drug other than alcohol or tobacco at your school?</b></p>	<p>102    1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>																																																												
<p><b>G. FIGHTING, BULLYING AND HATE BEHAVIORS</b></p>																																																													
<p><b>18a. During this school year, have you been in one or more physical fights at school?</b></p>	<p>103    1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No - <b>SKIP</b> to 19a</p>																																																												
<p><b>18b. During this school year, how many times have you been in a physical fight at school?</b></p>	<p>104    <input type="text"/> <input type="text"/> <input type="text"/> (Number of times)</p>																																																												

<p><b>19a.</b> Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you? That is, has another student... <i>(Read categories 1-7.)</i></p> <p><i>Mark (X) all that apply.</i></p> <hr/> <p><b>19b.</b> During this school year, how often did (this/these things) happen to you? <i>(Read categories 1-4.)</i></p>	<p>134 1 <input type="checkbox"/> Made fun of you, called you names, or insulted you?  135 2 <input type="checkbox"/> Spread rumors about you?  136 3 <input type="checkbox"/> Threatened you with harm?  137 4 <input type="checkbox"/> Pushed you, shoved you, tripped you, or spit on you?  138 5 <input type="checkbox"/> Tried to make you do things you did not want to do, for example, give them money or other things?  139 6 <input type="checkbox"/> Excluded you from activities on purpose?  140 7 <input type="checkbox"/> Destroyed your property on purpose?  141 8 <input type="checkbox"/> None of the above - <b>SKIP</b> to 20a</p> <hr/> <p>142 1 <input type="checkbox"/> Once or twice in the last 6 months  2 <input type="checkbox"/> Once or twice a month  3 <input type="checkbox"/> Once or twice a week, or  4 <input type="checkbox"/> Almost every day  5 <input type="checkbox"/> Don't know</p>
<p><b>19c.</b> Did (this event/these events) occur <i>(Read categories.)</i></p> <p><i>Mark (X) all that apply.</i></p>	<p>143 1 <input type="checkbox"/> In the school building (for example in a classroom, hallway, or gymnasium)?  144 2 <input type="checkbox"/> Outside on school grounds?  145 3 <input type="checkbox"/> On a school bus?  146 4 <input type="checkbox"/> Somewhere else? - <i>Specify</i></p> <hr/>
<p><b>19d.</b> Was a teacher or some other adult at school notified about (this event/any of these events)?</p>	<p>147 1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>
<p><b>CHECK Item B</b> Is Box 4 in Question 19a marked?</p>	<p>160 1 <input type="checkbox"/> Yes - Ask 19e  2 <input type="checkbox"/> No - Skip to 20a</p>
<p><b>19e.</b> What were the injuries you suffered as a result of being pushed, shoved, tripped, or spit on? <i>Mark (X) all that apply.</i></p>	<p>148 1 <input type="checkbox"/> None  149 2 <input type="checkbox"/> Bruises or swelling  150 3 <input type="checkbox"/> Cuts, scratches, or scrapes  151 4 <input type="checkbox"/> Black eye/bloody nose  152 5 <input type="checkbox"/> Teeth chipped or knocked out  153 6 <input type="checkbox"/> Broken bones/internal injuries  154 7 <input type="checkbox"/> Knocked unconscious  155 8 <input type="checkbox"/> Other - <i>Specify</i></p> <hr/>

<p><b>20a.</b> Now I have some questions about what students do that could occur <i>anywhere</i> and that make you feel bad or are hurtful to you. You may include events you told me about already. During the last six months, has another student....</p>	<p>161 1 <input type="checkbox"/> Posted information about you on the Internet?</p> <p>162 2 <input type="checkbox"/> Made unwanted contact, for example, threatened or insulted you via instant messaging?</p> <p>163 3 <input type="checkbox"/> Made unwanted contact, for example, threatened or insulted you via text (SMS) messaging?</p> <p>164 4 <input type="checkbox"/> None of the above - <i>SKIP</i> to 21a</p>																												
<p><b>20b.</b> During this school year, how often did (this/these things) happen to you?</p> <p><i>(Read categories 1-4.)</i></p>	<p>165 1 <input type="checkbox"/> Once or twice in the last 6 months</p> <p>2 <input type="checkbox"/> Once or twice a month</p> <p>3 <input type="checkbox"/> Once or twice a week, or</p> <p>4 <input type="checkbox"/> Almost every day</p> <p>5 <input type="checkbox"/> Don't know</p>																												
<p><b>20c.</b> Was a teacher or some other adult <i>at school</i> notified about (this event/any of these events)?</p>	<p>166 1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>																												
<p><b>21a.</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>065 1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No - <i>SKIP</i> to 22</p>																												
<p><b>21b.</b> Were any of the hate-related words related to ...</p> <p>a. Your race? .....</p> <p>b. Your religion? .....</p> <p>c. Your ethnic background or national origin (for example, people of Hispanic origin)? .....</p> <p>d. Any disability (by this I mean physical, mental, or developmental disabilities) you may have? .</p> <p>e. Your gender?.....</p> <p>f. Your sexual orientation? .....</p> <p>If "Yes," SAY - (by this we mean homosexual, bisexual, or heterosexual)</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>107</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>108</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>109</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>110</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>111</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>112</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	107	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	108	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	109	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	110	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	111	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	112	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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112	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																										

<p>22. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p>	<p>066    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
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**H. AVOIDANCE**

<p>23a. During this school year, did you <b>STAY AWAY</b> from any of the following places because you thought someone might attack or harm you there? <i>(READ CATEGORIES.)</i></p> <p>a. The shortest route to school? . . . . .</p> <p>b. The entrance into the school? . . . . .</p> <p>c. Any hallways or stairs in school? . . . . .</p> <p>d. Parts of the school cafeteria? . . . . .</p> <p>e. Any school restrooms? . . . . .</p> <p>f. Other places inside the school building?</p> <p>g. School parking lot? . . . . .</p> <p>h. Other places on school grounds? . . . . .</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%; text-align: center;">Yes</th> <th style="width: 10%; text-align: center;">No</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>068</td> <td>1 <input type="checkbox"/></td> <td></td> <td></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>069</td> <td>1 <input type="checkbox"/></td> <td></td> <td></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>070</td> <td>1 <input type="checkbox"/></td> <td></td> <td></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>071</td> <td>1 <input type="checkbox"/></td> <td></td> <td></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>072</td> <td>1 <input type="checkbox"/></td> <td></td> <td></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>073</td> <td>1 <input type="checkbox"/></td> <td></td> <td></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>074</td> <td>1 <input type="checkbox"/></td> <td></td> <td></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>167</td> <td>1 <input type="checkbox"/></td> <td></td> <td></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>075</td> <td>1 <input type="checkbox"/></td> <td></td> <td></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>			Yes	No		068	1 <input type="checkbox"/>			2 <input type="checkbox"/>	069	1 <input type="checkbox"/>			2 <input type="checkbox"/>	070	1 <input type="checkbox"/>			2 <input type="checkbox"/>	071	1 <input type="checkbox"/>			2 <input type="checkbox"/>	072	1 <input type="checkbox"/>			2 <input type="checkbox"/>	073	1 <input type="checkbox"/>			2 <input type="checkbox"/>	074	1 <input type="checkbox"/>			2 <input type="checkbox"/>	167	1 <input type="checkbox"/>			2 <input type="checkbox"/>	075	1 <input type="checkbox"/>			2 <input type="checkbox"/>
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<p>23b. Did you <b>AVOID</b> any activities at your school because you thought someone might attack or harm you?</p>	<p>076    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																																																		
<p>23c. Did you <b>AVOID</b> any classes because you thought someone might attack or harm you?</p>	<p>077    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																																																		

23d. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?	078 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
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**I. FEAR**

24. How often are you afraid that someone will attack or harm you in the school building or on school property?  (READ CATEGORIES.)	079 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time
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25. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?  (READ CATEGORIES.)	080 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time
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26. Besides the times you are at school, how often are you afraid that someone will attack or harm you?  (READ CATEGORIES.)	081 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time
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**J. WEAPONS**

27. Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did YOU ever bring the following to school or onto school grounds?  (READ CATEGORIES.)  a. A gun? ..... b. A knife brought as a weapon? ..... c. Some other weapon? .....	<table border="0"> <tr> <td></td> <td align="center">Yes</td> <td align="center">No</td> </tr> <tr> <td>082</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>083</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>084</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </table>		Yes	No	082	1 <input type="checkbox"/>	2 <input type="checkbox"/>	083	1 <input type="checkbox"/>	2 <input type="checkbox"/>	084	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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28a. Do you know any (other) students who have brought a gun to your school during this school year?	085 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
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28b. Have you actually seen another student with a gun at school during this school year?	086 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know
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29. During this school year, could you have gotten a loaded gun without adult supervision, either at school or away from school?	113 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
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**K. GANGS**

FIELD REPRESENTATIVE - *Read introduction.*

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.**

30. Are there any gangs at your school?	058 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP to 33a</b> 3 <input type="checkbox"/> Don't know
31. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?  ( <i>READ CATEGORIES 1-5.</i> )	089 1 <input type="checkbox"/> <b>Never</b> 2 <input type="checkbox"/> <b>Once or twice in the last 6 months</b> 3 <input type="checkbox"/> <b>Once or twice a month</b> 4 <input type="checkbox"/> <b>Once or twice a week, or</b> 5 <input type="checkbox"/> <b>Almost every day</b> 6 <input type="checkbox"/> Don't know
32. Have gangs been involved in the sale of drugs at your school during this school year?	090 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know

**L. STUDENT CHARACTERISTICS**

33a. During the last 4 weeks, did you skip any classes?	114 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP to 34</b> 3 <input type="checkbox"/> Don't know - <b>SKIP to 34</b>
33b. During the last 4 weeks, on how many days did you skip at least one class?	115 <input type="text"/> <input type="text"/> (Number of days)
34. During this school year, across all subjects have you gotten mostly -  ( <i>READ CATEGORIES 1-5.</i> )	116 1 <input type="checkbox"/> <b>A's</b> 2 <input type="checkbox"/> <b>B's</b> 3 <input type="checkbox"/> <b>C's</b> 4 <input type="checkbox"/> <b>D's</b> 5 <input type="checkbox"/> <b>F's</b> 6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent
35. Thinking about the future, do you think you will ...  a. Attend school after high school? .....  b. Graduate from a 4-year college? .....	117 Yes No Don't know 1 <input type="checkbox"/> 2 <input type="checkbox"/> - <b>SKIP to</b> 3 <input type="checkbox"/> CHECK ITEM C  118 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
<b>CHECK ITEM C</b> 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>If not sure or if a telephone interview, ask -</i>  <b>Was an adult member of the household or family present during at least part of these questions?</b>	091 1 <input type="checkbox"/> <b>Personal interview</b> - No adult present 2 <input type="checkbox"/> <b>Personal interview</b> - Adult present 3 <input type="checkbox"/> <b>Telephone interview</b> - No adult present 4 <input type="checkbox"/> <b>Telephone interview</b> - Adult present 5 <input type="checkbox"/> <b>Telephone interview</b> - Don't know
<b>CHECK ITEM D</b> Is this the last household member to be interviewed?	119 <input type="checkbox"/> Yes - END SUPPLEMENT <input type="checkbox"/> No - Interview next household member

**NOTES**